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ABSTRACT

The stated goal of this student notebook and teacher's guide are: (1) to develop in students an understanding of the concepts related to becoming a well-adjusted human being who can feel "ok" about himself/herself and "ok" about others; (2) to develop in students decision making and problem solving skills related to the concept of winning; (3) to develop in students an attitude which fosters the concepts that students are responsible for their own actions; and (4) to reinforce the language that the students require to understand and to talk/write about this topic. The unit is designed for alternative programs students at a grade level of approximately grades 4-6. It uses the language development approach. These units are included: (1) We Can Be Winners in Many Ways; (2) Winning Can Be an Individual Effort, A Team Effort or Both; (3) If You Think about It, You May Be a Winner Even When It Seems You're Not; (4) Sometimes When You Think You Are a Winner You May Not Be; (5) Feel Good about Yourself When You Win, But Consider the Feelings of Others; (6) When Others Win They Should Consider Your Feelings; (7) Sharing Your Winning with Others Makes You a Bigger Winner; and (8) Everyone Can Do Things To Become More of a Winner. (ABL)

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WINNING

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A STUDENT NOTEBOOK

BEST COPY AVAILABLE

WINNING

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS
AND CAROL CAMPANELLA, TEACHER
SHORT STORIES BY ELLEN COLLINGTON, TEACHER

HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO, THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. THE THREE STORIES IN LESSON EIGHT HAVE BEEN REWRITTEN BY CAROLYN POGUE.

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DEPARTMENT OF EDUCATION
GOVERNMENT OF THE NWT
1989

LESSON ONE	WE CAN BE WINNERS IN MANY WAYS	1
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LESSON EIGHT	EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER	17

LESSON ONE

WE CAN BE WINNERS IN MANY WAYS

1 THINK ABOUT WAYS YOU FEEL GOOD ABOUT YOURSELF AND FILL IN THE BLANKS.

BEING RESPECTED BY FRIENDS		
	BEING RESPONSIBLE	
NOT SWEARING		
		GOING HUNTING WITH MY FATHER
BEING FAIR TO OTHERS		

2 a TELL ABOUT A TIME WHEN YOU WERE A WINNER.

b HOW DID YOU FEEL?

WHY?

2

c BY BEING A WINNER HOW DID YOU MAKE OTHER PEOPLE FEEL ...

ABOUT YOU?
ABOUT THEMSELVES?

3 COMPLETE THE UNFINISHED SENTENCE.

A PERSON WHO IS A WINNER IS

LESSON TWO

WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT OR BOTH

3

MARK AND SAMSON ARE MEMBERS OF THE NORTHERN GAMES TEAM FOR THEIR SCHOOL IN THE FIFTEEN AND UP AGE GROUP. THE BOYS ARE FRIENDS AND TEAMMATES BUT ALSO RIVALS. THEY HAVE BEEN PRACTICING TOGETHER FOR THE LAST TWO YEARS, EACH TRYING TO DO HIS BEST, TRYING TO INCREASE THEIR LENGTHS/HEIGHTS TO MAKE THE ARCTIC WINTER GAMES.

SAMSON IS BETTER THAN MARK IN THE ONE FOOT AND TWO FOOT HIGH KICK BUT MARK CAN USUALLY BEAT SAMSON IN THE KNEE REACH AND THE KNEE JUMP.

BOTH SAMSON AND MARK WERE VERY EXCITED WHEN THEIR COACH LARRY BLACK TOLD THEM THAT THEY HAD MADE THE ARCTIC WINTER GAMES THAT WERE TO BE HELD IN ANCHORAGE.

LARRY TOLD THEM THEY WOULD BE IN THE SAME EVENTS AND SO THEY WOULD BE COMPETING AGAINST EACH OTHER AS WELL AS OTHER COMPETITORS FROM OTHER NORTHERN SETTLEMENTS. HE ALSO TOLD THE BOYS THAT THEY WOULD SCORE POINTS IN THEIR EVENTS AND HELP N.W.T. WIN THE GAMES.

.....YESTERDAY, N.W.T. PLACED SECOND IN THE ARCTIC WINTER GAMES. BOTH SAMSON AND MARK SCORED POINTS WHICH HELPED N.W.T. PLACE SECOND. SAMSON CAME THIRD IN THE ONE FOOT HIGH KICK OUT OF TWENTY-SIX COMPETITORS AND MARK PLACED SIXTH.

NEITHER SAMSON NOR MARK PLACED HIGH ENOUGH IN THE TWO FOOT HIGH KICK OR THE KNEE JUMP TO SCORE POINTS BUT MARK DID PLACE FIRST IN THE KNEE REACH AND SAMSON PLACED FIFTH OUT OF TWENTY-TWO COMPETITORS.

BOTH BOYS BETTERED THEIR PREVIOUS LENGTHS/HEIGHTS IN EACH OF THE FOUR EVENTS IN WHICH THEY ENTERED. LARRY BLACK WAS VERY PROUD OF SAMSON AND MARK AND TOLD THEM SO.

4

1 a WHAT ARE THE FACTS IN THIS STORY?

b PUT A CHECK BESIDE WHAT YOU CONSIDER TO BE THE MOST IMPORTANT FACTS AND BE PREPARED TO TELL WHY.

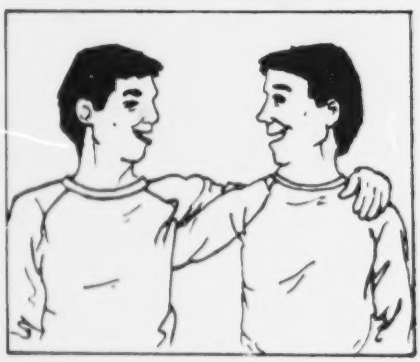
2 WHO DO YOU BELIEVE WAS THE BIGGEST WINNER?

SAMSON ☐ MARK ☐ LARRY BLACK ☐ N.W.T. ☐ ALL OF THESE ☐

3 LARRY BLACK THANKED THE BOYS FOR AN EXCELLENT JOB. HE TOLD THEM THAT HE WAS PROUD OF THEM BECAUSE EACH HAD DONE HIS BEST TO HELP N.W.T. PLACE SECOND IN THE GAMES. WHO DID LARRY THINK WAS THE WINNER.

SAMSON ☐ MARK ☐ HIMSELF (LARRY) ☐ N.W.T. ☐ ALL OF THESE ☐

WHY?



4 a TELL ABOUT A TIME WHEN YOU TRIED YOUR BEST AND HELPED YOUR TEAM WIN EVEN THOUGH THERE WERE OTHERS WHO DID BETTER THAN YOU DID.

b HOW DID YOU FEEL?

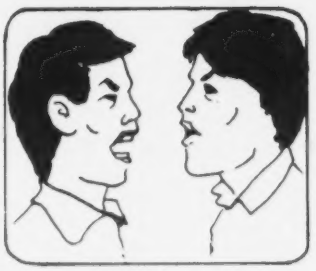
WHY?

c WHAT DOES THIS TELL US ABOUT YOU?

6 IF YOU THINK ABOUT IT, YOU MAY BE A WINNER EVEN WHEN IT SEEMS YOU'RE NOT

LESSON THREE

YOU SEE ONE OF YOUR FRIENDS MAKING RUDE SIGNS AND SWEARING AT A HANDICAPPED BOY BECAUSE THE BOY WANTS TO PLAY VOLLEYBALL WITH YOU AND YOUR FRIENDS. YOU TELL YOUR FRIEND THAT HE IS ACTING STUPID AND THAT HE SHOULD NOT MAKE FUN OF OTHERS. YOUR FRIEND TELLS YOU TO SHOVE IT AND WALKS AWAY MAD.



1 a ARE YOU A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

b IS THERE A LOSER IN THIS SITUATION? YES ☐ NO ☐ NOT SURE ☐

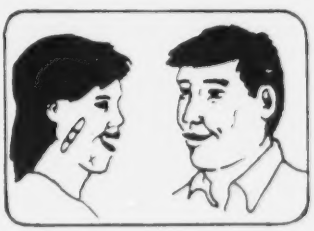
WHY?

c IF YOU ANSWERED YES OR NOT SURE TO QUESTION b, WHAT COULD YOU DO TO HELP MAKE THE PERSON(S) YOU THINK IS A LOSER BECOME A WINNER?

d CIRCLE THE BEST SOLUTION.

e WHY IS THE SOLUTION YOU CIRCLED THE BEST?

IT'S YOUR SCHOOL'S ACTIVITY DAY. ONE OF YOUR TEAM MATES GETS HURT AND NEEDS HELP. YOU TAKE HER TO THE NURSE AND MISS AN EVENT, CAUSING YOUR TEAM TO BE DISQUALIFIED.



2 a ARE YOU A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

b HOW WOULD THE FOLLOWING PEOPLE FEEL ABOUT YOU? GIVE REASONS.

PEOPLE	FEELINGS	REASONS
HURT TEAM MATE		
OTHER TEAM MATES		
THE NURSE		
YOUR TEACHER		

8

c LIST THE FEELINGS YOU WOULD HAVE ABOUT THE FOLLOWING PEOPLE BECAUSE OF THEIR FEELINGS ABOUT YOU. GIVE REASONS.

	FEELINGS	REASONS
HURT TEAM MATE		
OTHER TEAM MATES		
THE NURSE		
THE TEACHER		

3 WRITE A STORY ABOUT A TIME WHEN IT SEEMED THAT YOU WERE NOT A WINNER, BUT WHEN YOU REALLY THINK ABOUT IT YOU WERE A WINNER.

LESSON FOUR

SOMETIMES WHEN YOU THINK YOU ARE A WINNER YOU MAY NOT BE

9

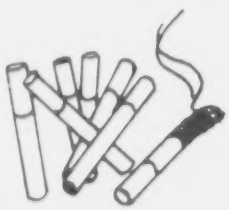
MATTHEW'S PARENTS TOOK HIM HUNTING. MATTHEW HAD A GREAT TIME. HE SHOT A BEAR AND A CARIBOU. WHEN MATTHEW WENT BACK TO CLASS HE TALKED AND TALKED ABOUT THE GREAT TIME HE HAD. HE BRAGGED SO MUCH THAT THE OTHER STUDENTS STOPPED PAYING ATTENTION TO HIM.

1 a IS MATTHEW A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

b IF YOUR ANSWER IS NO, WHAT SHOULD MATTHEW HAVE SAID OR DONE WHEN ASKED ABOUT HIS HUNTING TRIP.

WHEN MRS. KELLEY'S CLASS WAS TALKING ABOUT FRIENDS, ANNIE BRAGGED SHE HAD A LOT OF FRIENDS. EVERYONE WANTED TO BE ANNIE'S FRIEND BECAUSE SHE ALWAYS GAVE THEM CIGARETTES.



2 a IS ANNIE A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

10

b IF YOUR ANSWER WAS NO, WHAT SHOULD ANNIE DO IN ORDER TO BECOME A WINNER.

LEONARD IS ALWAYS BUGGING PEOPLE. HE OFTEN GETS INTO FIGHTS. ONE DAY DURING COFFEE BREAK LEONARD BUGGED PETER AND WANTED TO FIGHT HIM. LEONARD'S FRIENDS EGGED HIM ON AND CALLED PETER A CHICKEN. PETER WALKED AWAY.

3 a WHO IS THE WINNER IN THIS SITUATION? LEONARD ☐ PETER ☐

WHY?

b IF YOUR ANSWER WAS LEONARD, WHAT SHOULD PETER DO TO BECOME A WINNER?

c IF YOUR ANSWER WAS PETER, WHAT SHOULD LEONARD DO TO BECOME A WINNER?

4 MAKE UP A PLAY ABOUT WHEN YOU THOUGHT YOU WERE A WINNER, BUT YOU WERE REALLY NOT.

LESSON FIVE

FEEL GOOD ABOUT YOURSELF WHEN YOU WIN, BUT CONSIDER THE FEELINGS OF OTHERS

11

1 CONSIDER THE FOLLOWING AND ADD TO THE LIST IF POSSIBLE.
WHEN YOU WIN AT SOMETHING YOU COULD ....

TELL OTHERS YOU WERE LUCKY, YOU DIDN'T DESERVE TO WIN

TELL OTHERS YOU ARE HAPPY AND WISH THEM LUCK NEXT TIME

JUMP UP AND DOWN AND YELL "I'M THE GREATEST"

2 a USING THE CHART TO WRITE IN YOUR ANSWERS, DECIDE WHAT MIGHT HAPPEN FOR ANY FOUR OF THE ACTIONS IN THE CIRCLES ABOVE.

b PLACE A + OR - SIGN IN THE VALUE COLUMN TO SHOW WHETHER THE CONSEQUENCES FOR EACH ACTION ARE GOOD OR BAD.

ACTION	CONSEQUENCES	VALUE

c PLACE A STAR IN FRONT OF THE BEST ACTION.

1 2

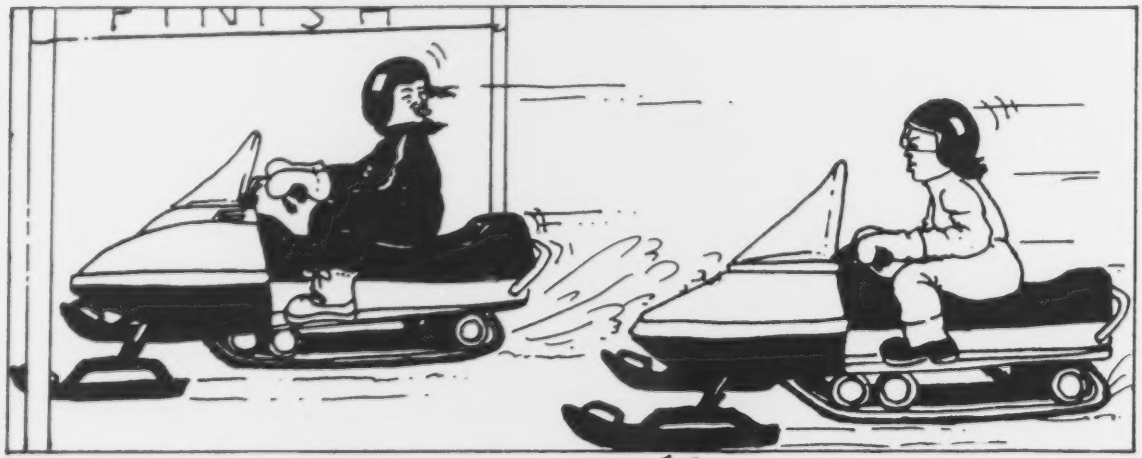
3 a WOULD YOU TAKE THE ACTION THAT YOU CONSIDERED BEST IN 2 c, IF YOU WON AT SOMETHING? YES ☐ NO ☐ NOT SURE ☐

REASONS

b IF YOUR ANSWER IS YES, WHAT DOES THIS SHOW IS IMPORTANT TO YOU?

c IF YOUR ANSWER IS NO OR NOT SURE, WHAT DIFFERENT ACTION WOULD YOU TAKE INSTEAD?

WHY?

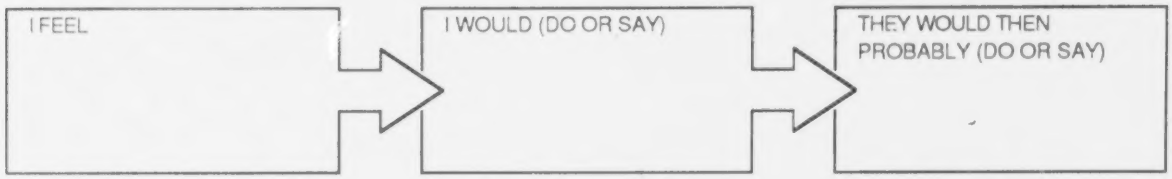


LESSON SIX

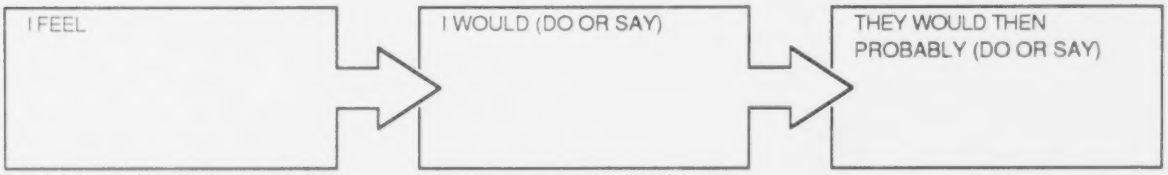
WHEN OTHERS WIN THEY SHOULD CONSIDER YOUR FEELINGS

13

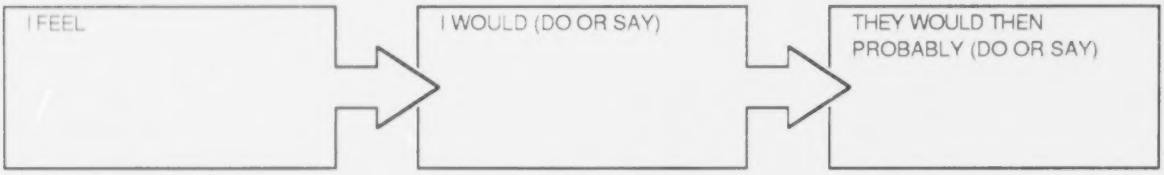
1 a WHEN OTHERS ARE WINNERS AND THEY PUT ME DOWN .....



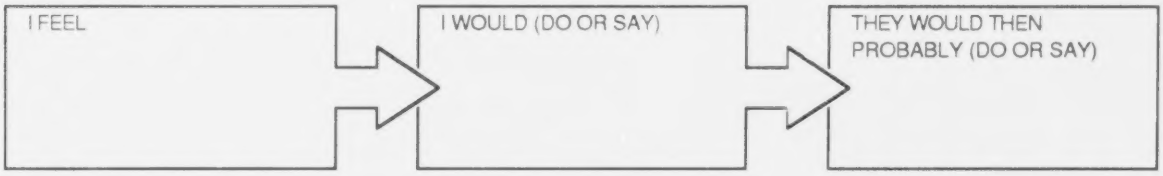
b WHEN OTHERS ARE WINNERS AND THEY SHAKE HANDS WITH ME ....



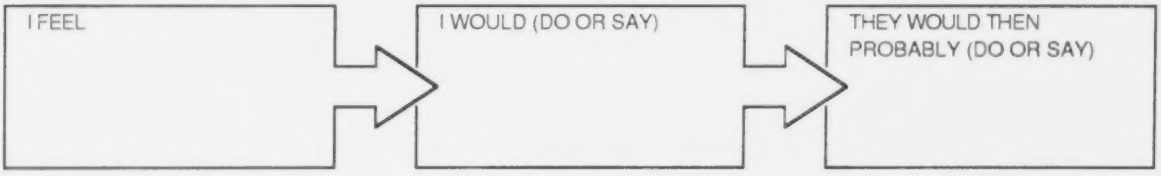
c WHEN OTHERS ARE WINNERS AND THEY TELL ME THEY WERE JUST LUCKY AND DIDN'T DESERVE TO WIN ...



d WHEN OTHERS ARE WINNERS AND THEY JUMP UP AND DOWN AND YELL " I'M THE GREATEST" ....



e WHEN OTHERS ARE WINNERS AND THEY BRAG AND BOAST ....



1 4

2 a WHEN OTHERS ARE WINNERS AND THEY DON'T CONSIDER YOUR FEELINGS, WHAT ARE THE POSSIBLE CONSEQUENCES?

*
*
*
*
*

b WHEN OTHERS ARE WINNERS, I WOULD LIKE THEM TO CONSIDER MY FEELINGS AND TREAT ME IN THE FOLLOWING WAY.

THEY SHOULD

LESSON SEVEN

SHARING YOUR WINNING WITH OTHERS MAKES YOU A BIGGER WINNER

15

MARLENE HAD BEEN WORKING A LOT OF EXTRA HOURS AT THE CAFE. EVEN WHEN WORK EXPERIENCE WAS OVER SHE STAYED ON BECAUSE THE CAFE WAS SO BUSY. HER BOSS GAVE MARLENE VOUCHERS FOR 5 FREE LUNCHES AT THE CAFE.

MARLENE WONDERED WHAT SHE SHOULD DO WITH 5 VOUCHERS BUT WHEN SHE ASKED HER TEACHER FOR ADVICE HE SAID THAT IT WAS HER DECISION. SHE SHOULD DO WHATEVER SHE THOUGHT BEST.

MARLENE DECIDED THAT SHE WOULD TAKE 4 FRIENDS TO THE CAFE FOR LUNCH ON HER BIRTHDAY. THAT WAY SHE COULD HAVE HER OWN PARTY WITHOUT HAVING TO WORRY ABOUT THE COST.

1 WHAT DID MARLENE DECIDE TO DO WITH THE 5 VOUCHERS?

2 DO YOU THINK MARLENE'S DECISION MADE HER A WINNER?

YES ☐ NO ☐ NOT SURE ☐

WHY?

3 DO YOU THINK MARLENE'S DECISION MADE THE FOLLOWING PEOPLE FEEL LIKE WINNERS?

HER BOSS	REASONS
YES ☐ NO ☐ NOT SURE ☐	

16

3 (CONT'D)

HER FRIENDS	REASONS
YES ☐ NO ☐ NOT SURE ☐	

HER TEACHER	REASONS
YES ☐ NO ☐ NOT SURE ☐	

4 a WHAT OTHER DECISIONS COULD MARLENE HAVE MADE?

LOOK AT EACH OF THE ABOVE DECISIONS AND DECIDE .....

b WOULD EACH DECISION HAVE MADE MARLENE FEEL LIKE A WINNER?
YES ☐ NO ☐ NOT SURE ☐

WHY?

c WOULD SOME DECISIONS MAKE MARLENE FEEL MORE LIKE A WINNER THAN OTHERS? YES ☐ NO ☐ NOT SURE ☐

WHY?

LESSON EIGHT

EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER

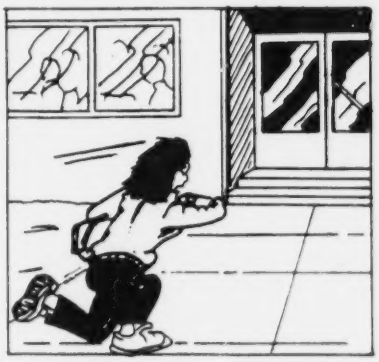
17

PART I:

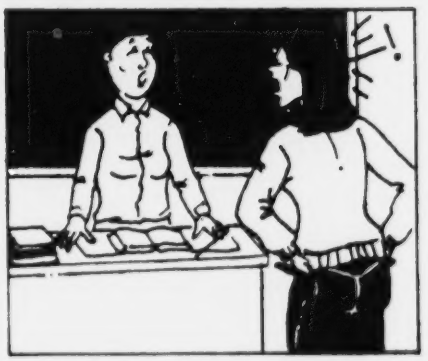
CHOOSE A PICTURE AND MAKE A STORY ABOUT THE PERSON IN THE PICTURE WHO LEARNS TO MAKE HERSELF/HIMSELF MORE OF A WINNER.

A.

B.



C.



D.

E

18

PART II:

"KAREN" BY CAROLYN POGUE

Karen was thirteen when her dad first hit her hard enough to make her ears ring. It happened the day after he lost his job at the Bay. He didn't say much. Just that the manager was "a jerk". Karen's mother said he was drunk at work again and she got a slap in the mouth for saying it.

For some reason hitting her seemed to make him more angry. His face turned red and he pointed a shaking finger at Karen.

"What're you looking at?" he said. He said it low and mean.

Karen looked at the floor and waited. She didn't even know what she was waiting for. She kept her eyes on the linoleum and didn't move. The house was silent except for her mother's soft crying in the next room.

"You're just like her!" he shouted suddenly. He hit Karen's face with his open hand, then put on his jacket and slammed out. Karen went to the sink and threw up.

When he came back the next night, he acted as if nothing had happened. The crazy thing was, her mom acted that way too. Karen tried pretending too, but it was hard.

That's the way it had been now for four years: her dad got drunk, he beat her mom, he beat her, he went out, he came back, and they pretended that it had never happened. She was only glad about one thing: usually when he beat her, he only left marks on her body - where she could hide them with clothes.

When Karen turned sixteen she gave herself a present. She went to the Bay and paid all the money she had for a beautiful pink blouse she'd been looking at for two weeks.

The saleswoman was new in town. She did two things that Karen and her friends found very funny. She wore a terrible little plastic tag on her front that read "Hi! I'm Brenda" The town wasn't much bigger than a village, after all and of course everyone knew who "the new woman" was. In spite of that, for six months, Brenda wore her silly name tag. The kids at school ran it together and called her "Himbrenda".

The other thing she did was insist that people try on their clothes before buying them. Karen's friends went along with it, even though it was silly. One good thing about it was you could look at yourself in the giant mirror and see your sides as well as your front view.

On her birthday, alone in the change room Karen was shocked and embarrassed when the door opened before she even had her blouse on. But maybe she wasn't as shocked as Himbrenda who saw the long, red welt where Karen's dad had hit her with his belt, and the faded yellow bruises left over from last week.

"Oh, I'm sorry," Brenda said, But she didn't leave right away. Instead she looked at Karen's red face.

"Karen," she said, "I know what those marks are. I've had them, too. You don't have to stand for it, you know. When you're ready to start living without the beatings, tell me. I'll help you." And then she went out and closed the door.

Karen leaned against the cool wall and let the tears roll down her cheeks. She felt so tired - tired of feeling rotten, tired of being hurt, tired of being a loser in the family game.

the end

1 a WHAT ARE THE FACTS IN THIS STORY?

b DOES KAREN THINK SHE IS A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

20

c WHAT WORDS IN THE STORY TELL HOW KAREN IS FEELING?

2 LIST THE PROBLEMS THAT EACH PERSON HAS IN THE STORY.

KAREN

MOTHER

FATHER

BRENDA

3 a WHAT ARE THE REASONS FOR KAREN'S FATHER'S BEHAVIOUR?

REASONS	

b LOOK AT YOUR ANSWERS FOR 3 a. IN THE SMALL BOX BESIDE EACH ANSWER, SHOW WHETHER KAREN CAN DO ANYTHING ABOUT EACH PROBLEM.

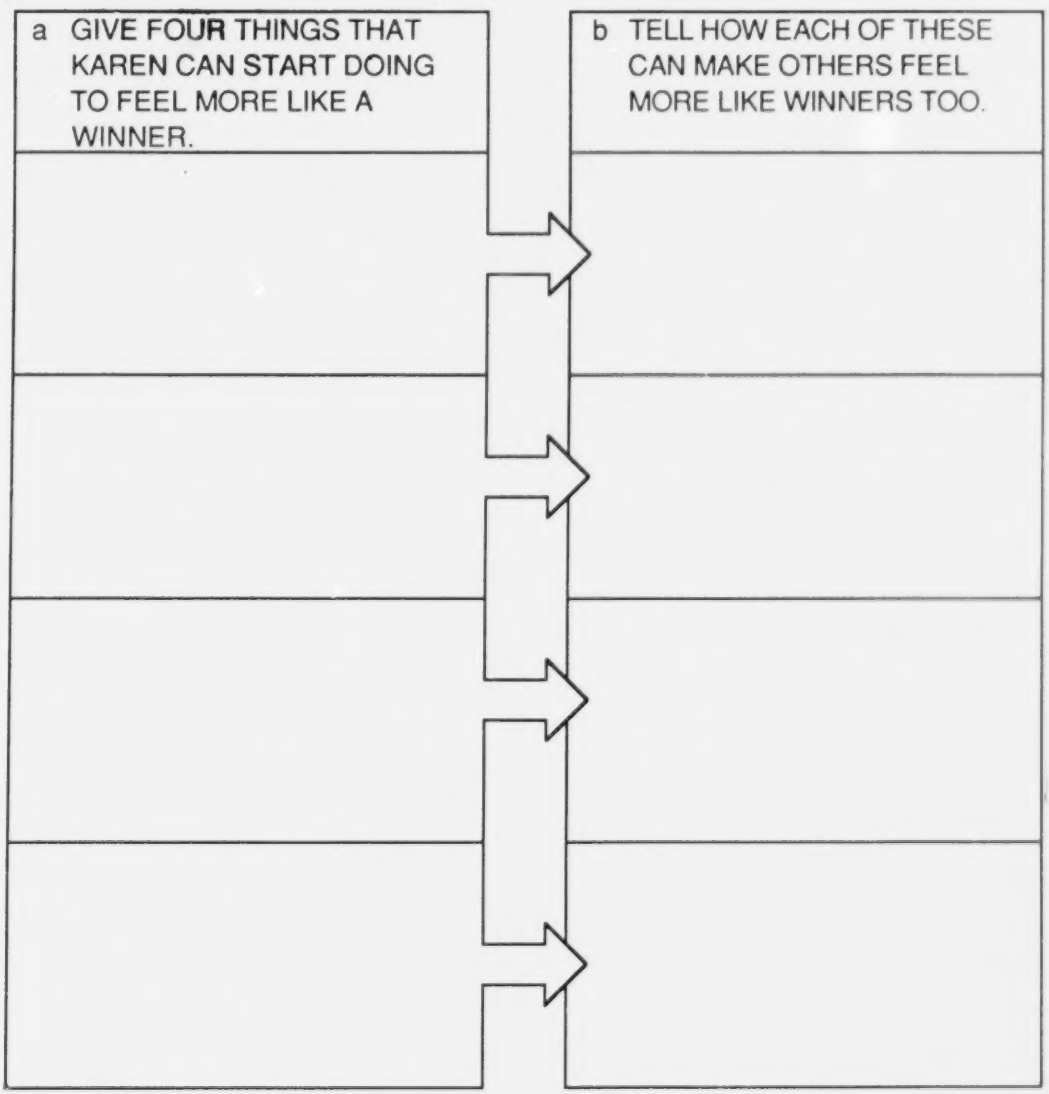
MARK THE ANSWER THIS WAY:

YES - IF SHE CAN DO SOMETHING
NO - IF SHE CAN'T DO ANYTHING
SOME - IF SHE CAN HELP A BIT
? - IF YOU DON'T REALLY KNOW OR CAN'T DECIDE

2 2

SOMETIMES WE CANNOT SOLVE THE WHOLE PROBLEM BUT WE CAN DO SOME THINGS TO MAKE OURSELVES AND THE PEOPLE AROUND US FEEL MORE LIKE WINNERS.

4


a GIVE FOUR THINGS THAT KAREN CAN START DOING TO FEEL MORE LIKE A WINNER.
b TELL HOW EACH OF THESE CAN MAKE OTHERS FEEL MORE LIKE WINNERS TOO.

5 BECAUSE OF BRENDA SEEING KAREN IN THE CHANGE ROOM, KAREN HAS A CHANCE TO ACT AND FEEL MORE LIKE A WINNER. HOW IS THIS SO?

6 WRITE AN ENDING FOR THIS STORY.

PART III: "AARON" BY CAROLYN POGUE

Aaron had been out of the hospital for exactly two years and 3 weeks. He'd had his artificial hand in his drawer for almost that long, too. "I'd rather," he said,"just have my stump. At least it's mine." He hated the idea of a metal and plastic thing strapped to his body.

His mother did everything for him anyway - cut his meat, helped with this shoes, tied up his mukluks. Whenever his father got into his "I think the boy should learn to do things for himself" moods; his mother always said, "He's still just a boy and Harold, the accident was so terrible."

Sometimes she'd let a few tears wash down her cheeks. Sometimes she'd just look out the window to the accident site. That was enough for Aaron's dad. He never said another word.

It happened on a Saturday, just before lunch. Aaron was twelve years old and he certainly knew how to split logs. That day, though, he had a very thin log on the block and as he held it with his left hand and raised the hatchet, his father called out to him.

It was as if lightening had struck, Aaron turned his head to answer his dad, at the same moment, he brought the hatchet down. Then he saw it - his hand lying in the snow, blood sprouting from his open wrist. The pure white snow rapidly turned scarlet and then it seemed the whole world turned scarlet. Aaron fainted.

It was entirely his father's fault. How could anyone be so dumb? Why would anyone call out to someone chopping kindling? Aaron knew he'd never forgive him for it. Never. What he wanted was to get even with him. How would his old man feel if that had happened to HIM?

Aaron learned soon after it happened that he could get his own way with him. He just about had him convinced that he should have a skidoo of his own. He'd heard his parents talking late one night about how they couldn't afford it but, as usual, Aaron's mother was on his side. "Harold, I really think you owe it to him." she's said. The skidoo was as good as his, Aaron thought. He was making him pay, alright.

Today, as he walked home from school, he was thinking about something that made him feel uneasy. Today the teacher had brought a television set to school and the class watched a young man in a wheelchair. It was a news item about Rick Hansen.

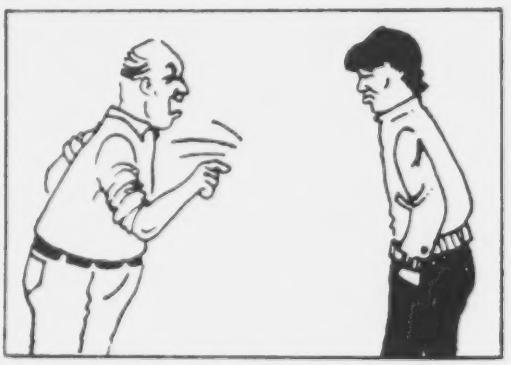
Rick's legs were wrapped in a small "sleeping bag", perched uselessly in the chair. But what Aaron remembered most of all was Rick's smile - a smile all over his face. Aaron didn't smile or laugh much. It took so much energy just thinking up things to do to his dad. And anyway, why would anyone in a wheelchair be smiling?

1 a WHAT ARE THE FACTS IN THIS STORY?

b DOES AARON THINK HE IS A WINNER? YES ☐ NO ☐ NOT SURE ☐

WHY?

2 a LIST ALL OF AARON'S REASONS FOR FEELING SO ANGRY.



26

b THERE ARE FIVE STEPS FOR EXPRESSING ANGER.

STEPS	THIS MEANS TO	AARON COULD DO THIS BY
RECOGNIZE ANGER	WATCH FOR CHANGES IN THE WAY MY BODY ACTS AND THE THINGS I DO.	BEING ALERT TO SEE IF: HIS PULSE INCREASES; HIS BREATHING SPEEDS UP; HE FEELS A LUMP IN HIS THROAT; HIS VOICE GETS LOUDER.
LOOK AT THE SITUATION	TRY TO STOP DOING ANY-THING FOR A FEW SECONDS AND THINK ABOUT WHAT IS HAPPENING TO CAUSE THESE CHANGES IN ME.	ASKING HIMSELF: - WHO IS WITH ME NOW? -IS ANYTHING HAPPENING TO MAKE ME FEEL ANGRY? WHAT?
DIRECT THE ANGER	DECIDE WHO OR WHAT MADE ME ANGRY AND WHAT IT WAS THAT THEY OR IT DID OR SAID.	KNOWING: -EXACTLY WHAT WAS SAID OR DONE - WHY IT CAUSED HIM TO BE ANGRY **BEING CAREFUL NOT TO LET HIS ANGER BE TAKEN OUT ON SOME INNOCENT PERSON.**
THINK OF WHAT TO SAY	DECIDE HOW TO EXPLAIN MY FEELINGS.	DECIDING: -EXACTLY HOW HE FEELS; -WHICH WORDS WILL EXPRESS HIS FEELINGS; -WHICH WORDS WILL EXPRESS WHY HE MAY HAVE THOSE FEELINGS.
EXPRESS YOUR ANGER TRUTHFULLY	TALK ABOUT MY ANGER. IF A PERSON CAUSED THE ANGER TELL THE PERSON CAUSING THE ANGER HOW I AM FEELING AND WHAT THEY SAID OR DID TO CAUSE MY FEELING.	SAYING WHAT HE HAS PLANNED TO SAY AS CALMLY AS POSSIBLE.

3 AARON HAS KEPT HIS ANGER "BOTTLED UP" INSIDE HIM. HIS PARENTS KNOW THAT HE IS ANGRY AND TRY TO MAKE HIM HAPPY BY DOING EVERYTHING FOR HIM. THIS DOES NOT WORK.

WHY NOT?

A PERSON CANNOT BE A WINNER IF THEY KEEP ANGER INSIDE, OR STAY ANGRY FOR TOO LONG.

4 a LIST THINGS AARON COULD DO TO BE MORE OF A WINNER.

*

*

*

*

*

*

b FOR THE THREE BEST ALTERNATIVES LISTED IN 4 a, DESCRIBE THE CONSEQUENCES.

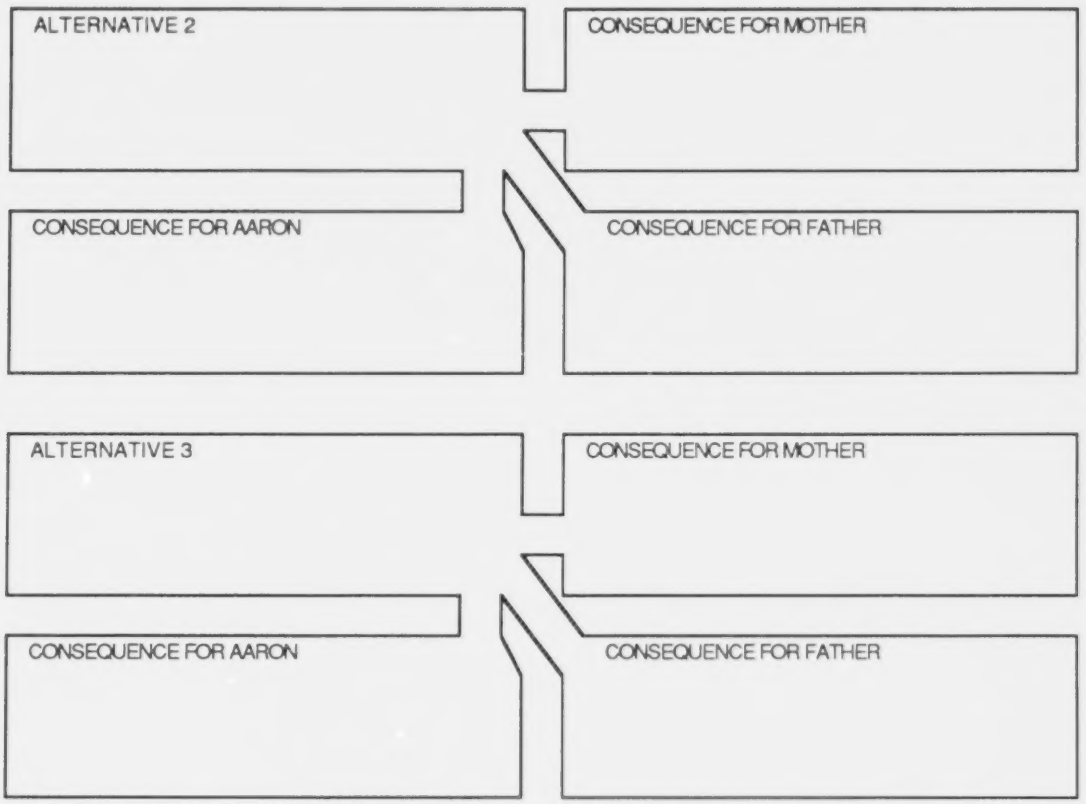
ALTERNATIVE 1

CONSEQUENCE FOR MOTHER

CONSEQUENCE FOR AARON

CONSEQUENCE FOR FATHER

28



c DECIDE WHETHER EACH CONSEQUENCE IS "GOOD" OR "BAD". PLACE A + SIGN BESIDE THE "GOOD" CONSEQUENCES. PLACE A - SIGN BESIDE THE "BAD" CONSEQUENCES.

d LOOK AT THE CONSEQUENCES EACH ALTERNATIVE HAS. MAKE A DECISION FOR AARON BY PICKING THE ALTERNATIVE THAT HAS MANY VERY GOOD CONSEQUENCES, AND WHICH YOU BELIEVE TO BE THE BEST AND MOST REALISTIC.

DECISION:

Jane Atkins believed with all her heart that young people who are mentally handicapped could do all sorts of things - things interesting and creative, things that were "hard". She believed they could do more than sit around feeling sorry for themselves or doing boring jobs, like making brooms.

It had taken her almost a year and a hard fight to get her boss at the Association for Community Living to even think about her idea.

"Crazy!" he said, "You can't do THAT with people like THEM!"

But Jane was a born fighter. She would not give up her dream to start a professional theatre company, and, just because she was stubborn her boss told her she had three months to try "the impossible".

Jane rented a church hall, got her friend and her mother to help build things they would need for a short show. She found ten young adults whose parents agreed to this "crazy experiment", and began to hold rehearsals. Her boss' last words to her were "When you see how stupid this idea is, Jane, you'll quit." It just made her more determined.

For the first week, most of the "actors and actresses" acted all right. They were acting like babies, they cried and they fought. They fooled around, wouldn't listen, knocked over chairs and made as much noise as they could. Jane watched them as they broke the beautiful things her mother had made. She listened as they screamed and laughed.

She tried to be patient and gentle. But when she spoke quietly, they couldn't hear her. She tried smiling and "making suggestions". But they jumped on and off the stage like wild animals. Jane spent the whole weekend crying. But she still held on to her belief that people who are mentally handicapped COULD take on a challenge. On Monday, she was ready for them.

When the group was together, they began "acting" again. Jane jumped up on the stage, picked up a metal chair and threw it down to the floor. The actors were so surprised they fell silent.

In a voice that could probably be heard all the way down the street, Jane started to yell.

"What do you people think you're doing? You said you wanted to be in a theatre company. Do you?"

3 0

The group said "Yes".

"Then why," Jane asked, lowering her voice, "are you acting like a bunch of babies?"

This time, there was no answer. They were embarrassed.

"Do you want to be proud of yourselves?

Again, "Yes".

"Then," said Jane in a normal voice, "remember one thing. You people are adults , and I will NOT be your babysitter, your mother or a zoo keeper. If you agree that I can be your director, let's get to work.

***This story, "JANE" is a fictionalized summary of how Diane Dupuy founded the Famous People Players Blacklight Theatre Company in 1979 in Toronto. Diane is a receipient of the Order of Canada. The theatre company has appeared on Broadway, across Canada, the United States, Europe and China, and they are indeed, a professional theatre company. The company has appeared at the Northern Arts and Cultural Centre in Yellowknife twice.

1 IN THIS STORY DECIDE IF THE FOLLOWING ARE WINNERS OR NOT. DESCRIBE WHY. SUGGEST WAYS FOR EACH TO FEEL MORE LIKE A WINNER.

	JANE	JANE'S BOSS	ACTORS/ACTRESSES
IS A WINNER BECAUSE			
IS NOT A WINNER BECAUSE			
CAN DO THESE THINGS TO FEEL MORE LIKE A WINNER			

3 2

2 a TELL ABOUT A TIME WHEN YOU OR SOMEONE YOU KNOW WAS LEFT OUT BECAUSE SOMEONE ELSE THOUGHT YOU OR THEY WEREN'T GOOD ENOUGH.

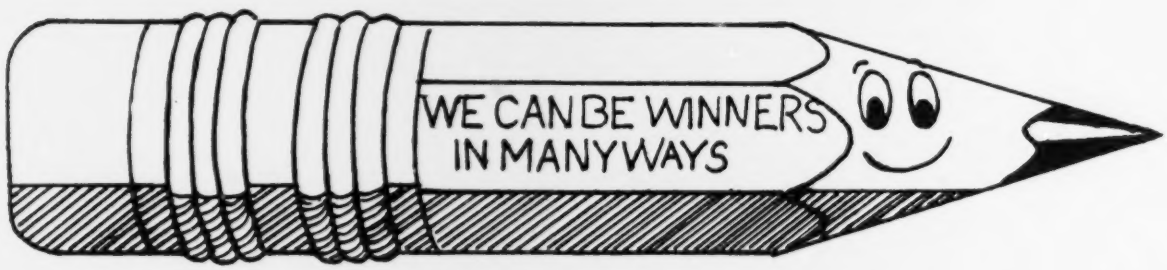
b FOR EACH PERSON IN YOUR SITUATION LIST THINGS THAT THEY COULD DO TO BE MORE OF A WINNER.

c THINK ABOUT THE CONSEQUENCES OF EACH ALTERNATIVE IN b AND CIRCLE THE BEST CHOICE FOR EACH PERSON.

PART V:

CONGRATULATIONS YOU HAVE JUST FINISHED LEARNING SOMETHING TREMENDOUSLY IMPORTANT. NO MATTER WHAT HAPPENS IN YOUR LIFE FROM NOW ON, YOU CAN ALWAYS FEEL LIKE A WINNER!

THINGS TO REMEMBER ABOUT WINNING



NOW, GO OUT AND HELP SOMEONE ELSE FEEL LIKE A WINNER, TOO!

WINNING

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS
ELLEN COLLINGTON, TEACHER

WITH ASSISTANCE OF TEACHERS: DOROTHY JOHNSON, JIM LINDSAY,
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GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE
FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO, THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. SECTIONS ENTITLED ENGLISH VOCABULARY, ENGLISH SENTENCE PATTERNS, AND LANGUAGE PRACTICE HAVE BEEN ADDED TO THE ORIGINAL VERSION, TO REFLECT THE NEEDS OF THE MAJORITY OF NWT STUDENTS WHO ARE ENGLISH-AS-A-SECOND LANGUAGE LEARNERS. THE SECTION ENTITLED CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE INCORPORATES THE LANGUAGE DEVELOPMENT STRATEGIES NECESSARY FOR ESL STUDENTS INTO THE METHODOLOGY SUGGESTED IN THE ORIGINAL TEACHER'S GUIDE.

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GOVERNMENT OF THE NWT
1989

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AIM:

1) TO DEVELOP IN STUDENTS:

-AN UNDERSTANDING OF THE CONCEPTS RELATED TO BECOMING A WELL ADJUSTED HUMAN BEING WHO CAN FEEL "OK" ABOUT HIMSELF/HERSELF AND "OK" ABOUT OTHERS
-DECISION MAKING AND PROBLEM SOLVING SKILLS RELATED TO THE CONCEPT OF WINNING
-AN ATTITUDE WHICH FOSTERS THE CONCEPTS THAT STUDENTS ARE RESPONSIBLE FOR THEIR OWN ACTIONS.

2) TO REINFORCE THE LANGUAGE THAT THE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THIS TOPIC

RATIONALE:

"WIN AS MUCH AS YOU CAN."

"THE NAME OF THE GAME IS WINNING."

FOR SOME PEOPLE BEING A WINNER IS ASSOCIATED WITH WINNING A GAME OR GETTING GOOD MARKS ON A TEST OR BEATING THE OTHER GUY, FRIEND OR FOE.

IN SOME SOCIETIES MUCH IMPORTANCE IS PLACED ON BEING A WINNER. OFTEN A VERY NARROW VIEW OF WHO WINS AND WHO LOSES IS TAKEN, WHICH INFLUENCES ONE'S PERCEPTION OF WHETHER HE OR SHE IS A WINNER.

"IT IS NOT WHETHER YOU WIN OR LOSE BUT HOW YOU PLAY THE GAME."

IN MOST CASES A PERSON CANNOT BE JUDGED AN ABSOLUTE WINNER OR LOSER THROUGH WHAT HE/SHE SAYS OR DOES, ALTHOUGH WE MAY TRY TO APPLY THE LABEL WINNER OR LOSER. IT IS IMPORTANT THAT STUDENTS BE GIVEN THE OPPORTUNITY TO MAKE DECISIONS CONCERNING A VARIETY OF ACTIONS, BOTH THEIR OWN AND OTHERS, IN ORDER THAT THEY CAN BROADEN THEIR CONCEPT OF WINNING; THEREBY ENLARGING THEIR OWN PERCEPTIONS OF THEMSELVES AS **WINNERS - THAT IS , AS HUMAN BEINGS WHO TAKE RESPONSIBLE ACTION IN ORDER TO FEEL OK ABOUT THEMSELVES AND OK ABOUT OTHERS.**

CONTEXT:

THIS UNIT IS DESIGNED FOR ALTERNATIVE PROGRAMS STUDENTS AT A GRADE LEVEL OF APPROXIMATELY GRADE 4-6. IT WOULD BE MOST APPROPRIATELY USED AS A PART OF PERSONAL DEVELOPMENT. IT USES THE LANGUAGE DEVELOPMENT APPROACH. IN ORDER FOR STUDENTS TO UNDERSTAND AND COMMUNICATE ABOUT THE TOPICS THEY ARE STUDYING, THEY MUST HAVE INTERNALIZED THE VOCABULARY AND SENTENCE PATTERNS RELATED TO EACH CONCEPT. SUCCESS WITH THE PROGRAM MAY NOT BE POSSIBLE FOR MANY STUDENTS WITHOUT THIS ATTENTION TO LANGUAGE. THE TEACHER CONDUCTING THIS UNIT MUST MAKE THE FINAL DECISION ABOUT WHICH VOCABULARY AND SENTENCE PATTERNS ARE MOST RELEVANT FOR HIS/HER STUDENTS AND ADJUST EACH LESSON ACCORDINGLY.

THE LANGUAGE DEVELOPMENT APPROACH

THE LANGUAGE DEVELOPMENT APPROACH IS A SET OF PRINCIPLES ABOUT LANGUAGE TEACHING AND A LESSON FRAMEWORK WHICH COMBINES THE TEACHING OF CONCEPTS WITH THE LANGUAGE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THE CONCEPTS.

THE PRINCIPLES

1. STUDENTS NEED TO HAVE THEIR EXPERIENCES, SKILLS, KNOWLEDGE, AND PARTICULARLY, THE LANGUAGE THEY BRING TO SCHOOL IDENTIFIED AND USED AS THE BASIS FOR THE SCHOOL LANGUAGE PROGRAM.

2. STUDENTS NEED TO LEARN TO ARTICULATE FOR THEMSELVES AND TO COMMUNICATE THEIR THOUGHTS, FEELINGS, NEEDS, OPINIONS, AND INTENTIONS FOR A VARIETY OF PURPOSES IN MANY DIFFERENT COMMUNICATION CONTEXTS. THEY NEED TO BE ABLE TO UNDERSTAND, LEARN FROM AND RESPOND TO THE COMMUNICATION OF OTHERS.

3. ESL/ESD STUDENTS NEED TO SPEND MORE TIME LEARNING TO SPEAK ENGLISH THAN THEY DO LEARNING ABOUT ENGLISH.

4. STUDENTS NEED TO LEARN LANGUAGE, BUT THEY ALSO USE LANGUAGE TO LEARN.

5. STUDENTS NEED TO LEARN LANGUAGE THAT IS MEANINGFUL.

6. STUDENTS NEED TO LEARN TO DEVELOP THEIR THINKING SKILLS AND TO ENGAGE IN MORE ABSTRACT LEVELS OF THOUGHT AS THEY MATURE.

7. STUDENTS NEED TO PARTICIPATE IN LANGUAGE ACTIVITIES THAT INTEGRATE THE LANGUAGE STRANDS OF LISTENING, SPEAKING, READING, AND WRITING.

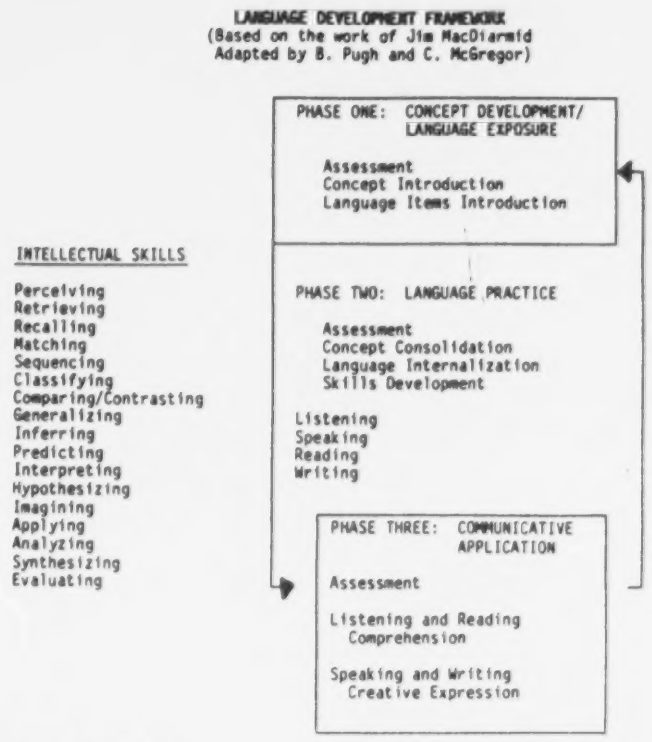
8. STUDENTS NEED TO LEARN "REAL" LANGUAGE AND HOW TO USE IT IN THE NATURAL SITUATIONS IN WHICH IT IS REQUIRED.

LANGUAGE DEVELOPMENT APPROACH (CONT'D)

THE FRAMEWORK

THE LANGUAGE DEVELOPMENT APPROACH USES THIS FRAMEWORK TO STRUCTURE LESSONS COMBINING LANGUAGE LEARNING AND CONCEPTUAL DEVELOPMENT FOR ALL SUBJECT AREAS OR FOR ANY TOPICS OF PERSONAL OR CULTURAL RELEVANCE AND INTEREST. THE FRAMEWORK CONSISTS OF THREE PHASES:

1. CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE
2. LANGUAGE PRACTICE
3. COMMUNICATIVE APPLICATION



THE PURPOSE OF EACH PHASE IS TO:

PHASE ONE: CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE (CD/LE)

-TEACH NEW CONCEPTS THROUGH MEANINGFUL DIRECT/INDIRECT EXPERIENCES
-EXPOSE STUDENTS TO LANGUAGE ITEMS USED TO EXPRESS CONCEPTS IN THE APPROPRIATE CONTEXT

PHASE TWO: LANGUAGE PRACTICE (LP)

-REINFORCE LANGUAGE ITEMS SO THAT STUDENTS INTERNALIZE THEM
-DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS

PHASE THREE: COMMUNICATIVE APPLICATION (APP)

-PROVIDE OPPORTUNITIES FOR STUDENTS TO SHOW THEY UNDERSTAND THE CONCEPTS AND CAN USE LANGUAGE ITEMS
-ASSESS LEARNING WHICH HAS TAKEN PLACE

DURING EACH PHASE STUDENTS ALSO DEVELOP AND USE THE BASIC THINKING SKILLS.

THE FRAMEWORK IS INTENDED TO BE FLEXIBLE AND SHOULD BE ADAPTED TO EACH TOPIC AND GROUP OF STUDENTS. FOR EXAMPLE, IN THE LESSONS IN THIS UNIT CD/LE AND LP PHASES HAVE BEEN COMBINED.

BEFORE TEACHING THIS UNIT

READ THE TEACHER'S GUIDE AND STUDENT NOTEBOOK THOROUGHLY, MAKING SURE YOU UNDERSTAND THE OBJECTIVES OF EACH LESSON AND THE MANNER IN WHICH THE OBJECTIVES ARE CARRIED OUT, APPLIED AND EVALUATED.

DETERMINE WHETHER THE ACTIVITIES SUGGESTED ARE FEASIBLE FOR YOUR STUDENTS. IF SOME ARE NOT, CREATE ALTERNATE ACTIVITIES MAKING SURE THEY FULFILL THE LESSON OBJECTIVES. MAKE PROVISIONS FOR THE APPLICATION AND EVALUATION OF LEARNED CONCEPTS.

NOTE: IN MANY CASES, THE APPLICATION ACTIVITIES FURTHER TEST LEARNED CONCEPTS.

IF POSSIBLE, WORK WITH OTHER ALTERNATIVE PROGRAMS TEACHERS IN ORDER TO:

- -ASSESS THE STRENGTHS AND WEAKNESSES OF THE WINNING UNIT AND HOW WELL YOU THINK THE UNIT WILL MEET THE NEEDS OF YOUR STUDENTS.
- -SHARE THE RESPONSIBILITY FOR GATHERING RESOURCES (I.E., ORDERING KITS, FILMS, ETC.)
- -CARRY OUT PLANNED ACTIVITIES. SOMETIMES ONGOING COLLABORATION WITH OTHERS IS NECESSARY IN ORDER TO MAKE ADAPTATIONS WHICH WILL BEST MEET STUDENT NEEDS.
- -DEVELOP A SHORT TERM AND A LONG RANGE PLAN FOR THE USE OF THE UNIT, ANTICIPATING POSSIBLE AND NEEDED STEPS, RESOURCES, AND EVENTS DESIGNED TO BEST MEET STUDENT NEEDS.

NOTE: THERE ARE SEVERAL WAYS TO IMPLEMENT THE UNIT DEPENDING ON WHETHER IT IS A SHORT RANGE OR LONG RANGE UNIT AND DEPENDING ON THE NUMBER AND VARIETY OF APPLICATION ACTIVITIES CHOSEN.

"SHORT RANGE" PLANNING: WITH DAILY EXPOSURE AND LIMITED USE OF APPLICATION ACTIVITIES, THE UNIT COULD BE COMPLETED WITHIN A MONTH. THIS INTENSIVE APPROACH APPEARS EFFICIENT BUT IT MAY BE DIFFICULT TO CHANGE ATTITUDES AND BEHAVIOURS IN SUCH A SHORT TIME.

"LONG RANGE" PLANNING: TEACH THE UNIT AS SUGGESTED IN THE "SHORT RANGE" PLAN IN ONE MONTH. USING VARIOUS APPLICATION ACTIVITIES, REINFORCE MAIN CONCEPTS THROUGHOUT THE YEAR. REMEMBER SUCH A PLAN SHOULD GIVE STUDENTS A GREAT DEAL OF VARIETY IN ACTIVITIES THEREBY KEEPING INTEREST HIGH. ALTERED VERSIONS OF THE EVALUATION SHEETS FOR EACH LESSON AND LESSON OBJECTIVES CHECKLIST COULD BE USED TO MEASURE STUDENT PROGRESS ON AN ONGOING BASIS. WHEN SITUATIONS OCCUR IN WHICH LEARNED CONCEPTS ARE NOT BEING APPLIED THE OPPORTUNITY SHOULD BE SEIZED TO REINFORCE THE POSITIVE ATTITUDES PROMOTED IN THE UNIT. THIS MIGHT BE ACCOMPLISHED BY SELECTING APPROPRIATE APPLICATION ACTIVITIES OR CREATING NEW LESSONS AND MATERIALS WHICH DEAL MORE SPECIFICALLY WITH THE SITUATION.

"LONG RANGE" PLANNING BY TOPIC. READ RIGHT THROUGH THE TEACHER'S GUIDE AND PRE-SELECT APPLICATION ACTIVITIES THAT MEET YOUR OBJECTIVES FOR OTHER SUBJECT AREAS ALSO. CALCULATE THE AMOUNT OF TIME AVAILABLE EACH WEEK AND DRAW UP A CLASS SCHEDULE (E.G. LESSONS 1 AND 2 MAY BE DONE QUICKLY IF THE STUDENTS ALREADY HAVE EXPERIENCE IN BRAINSTORMING AND GROUP WORK, OR MAY REQUIRE LONGER IF THESE ARE NEW SKILLS. LESSON 7 MAY REQUIRE TWO OR THREE WEEKS IF APPLICATION ACTIVITIES ARE USED.) THIS APPROACH IS THE MOST FLEXIBLE FOR INTEGRATING MATERIAL AND PROVIDING OPPORTUNITY FOR OBSERVATION AND REINFORCEMENT. HOWEVER, IT REQUIRES MORE PLANNING IN ADVANCE TO TAILOR THE UNIT TO INDIVIDUAL CLASS NEEDS AND SCHEDULES.

BEFORE TEACHING THIS UNIT(CONT'D)

NOTE: THE WINNING ATTITUDINAL SURVEYS FOUND ON PAGES 19 TO 22 SHOULD HELP TO IDENTIFY:
-STUDENT KNOWLEDGE AND INTERPRETATION AS TO THE NATURE AND SCOPE OF WINNING
-STUDENT FEELINGS AND PERCEPTIONS ON BEING A WINNER
-STUDENT SKILL IN GENERATING ALTERNATIVES
-STUDENT SKILL IN WEIGHING CONSEQUENCES
-STUDENT SKILL IN MAKING DECISIONS.

IT MIGHT BE VALUABLE TO COLLATE PRE - AND POST-TEST RESULTS OF THIS SURVEY. THIS CAN BE ACCOMPLISHED BY RECORDING THE RESPONSES OF THE WHOLE CLASS ON A SINGLE COPY OF THE TEST EACH TIME IT IS ADMINISTERED. THEN COMPARE PRE - AND POST-TESTS LOOKING FOR SIGNIFICANT DIFFERENCES.

USE THE PRE-TEST ATTITUDINAL SURVEY ON PAGES 19 AND 20 PRIOR TO TEACHING THE UNIT TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-NEED FOR THE UNIT (KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS ALREADY HAVE).

-PARTICULAR NEEDS OF STUDENTS.

-WHAT LANGUAGE ITEMS STUDENTS ALREADY HAVE/NEED RELATED TO THE TOPIC.

-ACTIVITIES BEST SUITED TO ACCOMPLISHING AIMS AND OBJECTIVES OF THE UNIT BASED ON STUDENTS' NEEDS.

-RESOURCES REQUIRED FOR IMPLEMENTING THE UNIT SUCCESSFULLY.

USE THE POST-TEST ATTITUDINAL SURVEY ON PAGES 21 AND 22 TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-WHETHER AIMS AND OBJECTIVES HAVE BEEN MET.

-WHETHER STUDENTS' NEEDS HAVE BEEN MET.

-WHETHER STUDENTS UNDERSTAND AND CAN USE THE LANGUAGE DEVELOPED.

-WHETHER ACTIVITIES SELECTED WERE ADEQUATE.

-STUDENTS' FEELINGS REGARDING SUCCESS OF THE UNIT AS IT RELATES TO:
a) ACTIVITIES USED.
b) TRANSFERENCE OF LEARNED CONCEPTS.

-THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

-THE ROLE THE TEACHER AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

GUIDELINES FOR EVALUATION

THE FOLLOWING ARE SOME QUESTIONS THAT YOU MIGHT ASK REGARDING THE OBSERVATION OF YOUR STUDENTS FOR THE PURPOSE OF EVALUATION.

1) **KNOWLEDGE**

IS THE STUDENT DEVELOPING AN UNDERSTANDING OF THE FOLLOWING?

-HE/SHE CAN BE A WINNER IN MANY WAYS
-WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT OR BOTH
-IF YOU THINK ABOUT IT, YOU MAY BE A WINNER EVEN WHEN IT SEEMS YOU ARE NOT
-SOMETIMES WHEN YOU THINK YOU ARE A WINNER, YOU MAY NOT BE
-FEEL GOOD ABOUT YOURSELF WHEN YOU WIN, BUT CONSIDER THE FEELINGS OF OTHERS
-WHEN OTHERS WIN THEY SHOULD CONSIDER YOUR FEELINGS
-SHARING YOUR WINNING WITH OTHERS MAKES YOU A BIGGER WINNER
-EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER

2) **LANGUAGE SKILLS**

IS THE STUDENT

-DEVELOPING AN UNDERSTANDING OF THE LANGUAGE USED IN THIS UNIT?

-USING THE LANGUAGE?

3) **PROBLEM SOLVING**

IS THE STUDENT ABLE TO

-COMPREHEND THE NATURE OF THE PROBLEM?

-ASK QUESTIONS THAT GUIDE FURTHER INVESTIGATION?

-GENERATE A RANGE OF REASONABLE ALTERNATIVES TO SOLVE THE PROBLEM?

-GATHER INFORMATION ON EACH OF THE GENERATED ALTERNATIVES?

-CHOOSE WHICH ALTERNATIVE IS THE BEST FOR SOLVING THE PROBLEM BASED ON THE AVAILABLE INFORMATION?

-TEST THE VALIDITY OF THE CHOSEN ALTERNATIVE IN RELATIONSHIP TO:
a) ANSWERING THE ORIGINAL QUESTION WHICH IDENTIFIED THE PROBLEM?
b) IMPLEMENTING THE ALTERNATIVE SUCCESSFULLY?

GUIDELINES FOR EVALUATION (CONT'D)

4) SOCIAL SKILLS

IS THE STUDENT DEVELOPING CONFIDENCE AND A FEELING OF SELF-WORTH?

-IS HE/SHE ABLE TO ADAPT TO NEW SITUATIONS?

-IS HE/SHE WILLING TO TAKE RISKS, TO TRY NEW THINGS?

-DOES HE/SHE SHOW AN INTEREST IN LEARNING?

-DOES HE/SHE SHOW SATISFACTION WITH LEARNING?

-DOES HE/SHE SHOW AWARENESS OF/AND ACCEPTANCE OF HIS/HER OWN STRENGTHS AND WEAKNESSESS?

-HOW DOES HE/SHE RESPOND TO LIMITS AND RULES?

-HOW DOES HE/SHE RESPOND TO PRESSURES FROM PEERS?

DOES THE STUDENT WORK WELL INDEPENDENTLY?

-HOW WOULD YOU DESCRIBE HER/HIS WORKING STYLE?
E.G., THOROUGH, SUPERFICIAL, QUICK, SLOW, INDUSTRIOUS, RESPONSIBLE, DILIGENT,...?

-HOW LONG DOES SHE/HE WORK AT A TASK?

-IS SHE/HE ABLE TO CHANGE EASILY FROM ONE TASK TO ANOTHER?

-ARE PLANS MADE, STARTED, LEFT UNFINISHED, CHANGED, COMPLETED?

-HOW ARE PLANS DESCRIBED?

DOES THE STUDENT MAKE REASONABLE AND APPROPRIATE DECISIONS?

-IS SHE/HE ABLE TO MAKE CHOICES/DECISIONS WHICH ARE REASONABLE AND/OR MORAL (I.E. REFLECT RESPECT FOR SELF AND OTHERS)?

-HOW MUCH ASSISTANCE IS REQUIRED?

-CAN SHE/HE STATE REASONS FOR CHOICES OR DECISIONS?

-CAN SHE/HE EXPLAIN HER/HIS ATTEMPTS TO MAKE DECISIONS?

-HOW DOES SHE/HE DESCRIBE, EVALUATE, AND SHARE HER/HIS DECISION-MAKING "PROCEDURES" OR HER/HIS DECISIONS?

-DOES SHE/HE ACCEPT RESPONSIBLITY FOR HER/HIS DECISIONS?

-HOW DOES SHE/HE REACT TO CONFLICT?
E.G.,WITHDRAWS, HAS A TANTRUM, BECOMES AGGRESSIVE, REMAINS PASSIVE,...?

-DOES SHE/HE QUARREL WITH ACTIONS AND WORDS -TEASE, DESTROY, TATTLE,...?

-HOW DOES SHE/HE "DEAL WITH " PROBLEMS?
E.G., BECOMES FRUSTRATED, PERSEVERES, SEEKS HELP,...?

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS**(CONT'D)

DOES THE STUDENT RESPECT THE RIGHTS, FEELINGS AND PROPERTY OF OTHERS?

-DOES HE/SHE DEMONSTRATE AWARENESS OF THE RIGHTS AND PROPERTY OF OTHERS?

-HOW WELL DOES HE/SHE SHARE WITH OTHERS?
E.G., SHARES WITH DIFFICULTY, WITH ASSISTANCE, WILLINGLY,...?

-IS HE/SHE (BECOMING) TOLERANT OF OTHERS?

-DOES HE/SHE ACCEPT INDIVIDUAL DIFFERENCES?

-IS HE/SHE DEVELOPING A SENSE OF FAIRNESS OR JUSTICE?

-IS HE/SHE BEGINNING TO DEVELOP A CONCERN FOR "SOCIAL REFORM"?
E.G., PROBLEMS OF DISABLED.

DOES THE STUDENT WORK WELL WITH OTHERS?

-DOES SHE/HE PREFER TO BE ALONE? WITH AN ADULT? WITH A PEER? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE PREFER TO WORK INDEPENDENTLY? WITH SMALL/LARGE GROUP?

-DOES SHE/HE SHOW LEADERSHIP ABILITY WITHIN A GROUP? DOES SHE/HE PREFER TO FOLLOW? DOES SHE/HE PREFER TO WATCH?

-DOES SHE/HE TAKE RESPONSIBILITY FOR GROUP ACTIVITIES?

-IS SHE/HE ABLE TO PLAN WITH A GROUP?

-HOW DOES A GROUP AFFECT HER/HIS PARTICIPATION?

-HOW DOES SHE/HE "DEAL WITH" GROUP PROBLEMS?

5) **AFFECT**

IS THE STUDENT DEVELOPING THE FOLLOWING:

-AN APPRECIATION FOR THE MANY WAYS IN WHICH A PERSON CAN BE CONSIDERED A WINNER

-A BROADER PERSPECTIVE ON WINNING WITHIN THE CONTEXT OF A SPORTS SITUATION

-AN INSIGHT INTO HIS/HER OWN ACTIONS AND THOSE OF OTHERS TO DETERMINE THE DEGREE OF WINNING WHICH IS INHERENT IN THE ACTION(S)

-A CLEARER UNDERSTANDING OF HIS/HER OWN ACTIONS AS IT RELATES TO THE CONCEPT OF WINNING

-RESPECT FOR OTHERS IN RESPONSE TO HIS/HER OWN SUCCESS

-AN APPRECIATION FOR THE BEHAVIOUR OF OTHERS TOWARDS HIM/HER WHEN OTHERS HAVE WON

-AN AFFECTION FOR OTHERS WHICH WILL ALLOW HIM/HER TO SHARE HIS/HER POSITIVE FEELINGS

-A SENSE OF RESPONSIBILITY FOR TRYING TO BECOME A WINNER

UNIT EVALUATION CHECKLIST

REMOVE THIS CHECKLIST FROM THE TEACHER'S GUIDE AND USE IT TO PREPARE A THERMOFAX DITTO. RUN OFF A CLASS SET.

USE ONE SHEET FOR THE CLASS AS A WHOLE AND ONE SHEET FOR EACH STUDENT. ARRANGE THESE IN ALPHABETICAL ORDER OR BY SEATING PLAN.

AS THE UNIT PROGRESSES A PROFILE SHOULD EMERGE OF STRENGTHS AND WEAKNESSES FOR BOTH THE CLASS AND INDIVIDUAL MEMBERS. THIS SHOULD ASSIST IN PLANNING REINFORCEMENT ACTIVITIES OR IMPLEMENTING LATER LESSONS.

MARK ACCORDINGLY:

EFFORT - 1 = VERY GOOD

2 = GOOD

3 = NEEDS IMPROVEMENT

ACHIEVEMENT - 1 = VERY GOOD

2 = GOOD

3 = NEEDS IMPROVEMENT

UNIT EVALUATION CHECKLIST FOR:				
LESSON	MAIN CONCEPT	OBJECTIVES	EFFORT	ACHIEVE-MENT
1	WE CAN BE WINNERS IN MANY WAYS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS DEVELOPING BRAINSTORMING SKILLS		
		-SHOWS SENSITIVITY TO OWN FEELINGS		
		-IS DEVELOPING AN APPRECIATION FOR THE VARIETY OF WAYS A PERSON CAN BE A WINNER		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
2	WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT OR BOTH	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO IDENTIFY (A) WINNER(S) IN A GIVEN SITUATION		
		-IS ABLE TO APPLY THE CONCEPT OF WINNING TO HIS/HER OWN EXPERIENCES		
		-IS DEVELOPING A BROADER PERSPECTIVE OF WINNING WITHIN THE CONTEXT OF SPORTS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

UNIT EVALUATION CHECKLIST FOR: (CONT'D)				
LESSON	MAIN CONCEPT	OBJECTIVES	EFFORT	ACHIEVE-MENT
3	IF YOU THINK ABOUT IT, YOU MAY BE A WINNER EVEN WHEN IT SEEMS YOU'RE NOT	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO REASON THE DIFFERENT PERCEPTIONS PEOPLE HAVE OF WINNING		
		-IS ABLE TO EMPATHIZE WITH THE POSITIONS OF OTHERS		
		-IS DEVELOPING INSIGHT INTO ACTIONS OF SELF AND OTHERS TO DETERMINE THE DEGREE OF WINNING IN A PARTICULAR ACTION		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
4	SOMETIMES WHEN YOU THINK YOU ARE A WINNER YOU MAY NOT BE	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO DECIDE WHO IS OR IS NOT A WINNER IN A GIVEN SITUATION		
		-IS ABLE TO SUGGEST ALTERNATIVES FOR PEOPLE WHO ARE NOT WINNERS IN A GIVEN SITUATION		
		-IS DEVELOPING A CLEARER UNDERSTANDING OF OWN ACTIONS AS IT RELATES TO THE CONCEPT OF WINNING		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
5	FEEL GOOD ABOUT YOURSELF WHEN YOU WIN, BUT CONSIDER THE FEELINGS OF OTHERS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO BRAINSTORM AND EVALUATE ALTERNATIVES AND CONSEQUENCES CONCERNING ACTION TO BE TAKEN IN A WINNING SITUATION		
		-IS DEVELOPING RESPECT FOR OTHERS DURING PERSONAL SUCCESS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
6	WHEN OTHERS WIN THEY SHOULD CONSIDER YOUR FEELINGS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS SENSITIVE TO OWN FEELINGS		
		-IS AWARE OF PARTICULAR ACTIONS TAKEN TOWARDS OTHERS WHO HAVE WON		
		-IS ABLE TO PREDICT THE BEHAVIOUR OF OTHERS IN RESPONSE TO OWN BEHAVIOUR		
		-IS DEVELOPING AN APPRECIATION FOR THE BEHAVIOUR OF OTHERS, WHO HAVE WON, TOWARDS THEM		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
7	SHARING YOUR WINNING WITH OTHERS MAKES YOU A BIGGER WINNER	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO EVALUATE DECISIONS WHICH OTHERS HAVE MADE REGARDING BEING A WINNER		
		-IS DEVELOPING AFFECTION FOR OTHERS AND A NEED TO SHARE POSITIVE FEELINGS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
8	EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO MOVE THROUGH A PROBLEM SOLVING PROCESS		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY FOR TRYING TO BECOME A WINNER		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

POINTS TO CONSIDER

FEELINGS VOCABULARY WORD LISTS

THE COMPLETION OF TASKS IN MANY LESSONS IS FACILITATED BY HAVING STUDENTS USE THE WORD LISTS, PAGES 14 AND 15. COPIES OF BOTH LISTS SHOULD BE MADE AVAILABLE TO STUDENTS IN SOME WAY. THE FEELINGS VOCABULARY LIST IS A COMPLETELY ALPHABETICAL LISTING AND IS MOST USEFUL AS A SPELLING AID. THE CATEGORIZED FEELINGS VOCABULARY LIST IS ORGANIZED ACCORDING TO THE BASIC MOOD (MEANING) OF EACH WORD AND SHOULD AID STUDENTS IN GIVING ACCURATE DESCRIPTIONS AND IN EMPATHIZING. VOCABULARY DEVELOPMENT WILL BE GREATLY ENHANCED IF STUDENTS ARE ENCOURAGED TO USE THESE LISTS WHENEVER ANSWERING QUESTIONS.

DICTIONARY USE

USE THE NEW VOCABULARY IN CONTEXT FIRST - IE. IN THE CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE FOR EACH LESSON, THEN DISCUSS IT. IF THE STUDENTS ARE UNFAMILIAR WITH ANY OF THE WORDS, ASK THEM FOR DEFINITIONS. THEN HAVE THEM REFER TO A DICTIONARY TO CONFIRM THEIR DEFINITIONS. HEARING/USING THE WORD IN CONTEXT WILL ASSIST STUDENTS IN FINDING THE CORRECT DEFINITION FROM AMONG THE OPTIONS LISTED IN THE DICTIONARY.

RULES OF BRAINSTORMING

BRAINSTORMING IS USED FREQUENTLY THROUGHOUT THIS UNIT. CONSEQUENTLY, STUDENTS SHOULD LEARN BRAINSTORMING TECHNIQUES BEFORE STARTING THE UNIT. RULES OF BRAINSTORMING, PAGE 12, MIGHT BE DUPLICATED FOR EACH STUDENT. AS WELL, THE FOLLOWING PRELIMINARY ACTIVITIES MIGHT ENHANCE STUDENT USAGE OF BRAINSTORMING TECHNIQUES BOTH IN WHOLE CLASS AND SMALL GROUP ACTIVITIES.

1) SET THE STAGE

HAVE EACH STUDENT INDIVIDUALLY LIST AS MANY GIRLS' NAMES AS POSSIBLE. THEN COUNT THE TOTAL NUMBER LISTED BY EACH STUDENT. THIS IS INTENDED TO DEMONSTRATE THE EFFECTIVENESS OF BRAINSTORMING IN GENERATING A LARGE NUMBER OF RESPONSES.

2) BRAINSTORM

TEACH THE RULES OF BRAINSTORMING TO THE WHOLE CLASS. THEN CONDUCT A FIVE MINUTE BRAINSTORMING SESSION TO LIST AS MANY BOYS' NAMES AS POSSIBLE. IT MAY BE USEFUL TO USE MORE THAN ONE RECORDER. COUNT THE NUMBER OF NAMES. COMPARE WITH THE NUMBER OF GIRLS' NAMES GENERATED BY INDIVIDUALS.

3) PRACTICE

GIVE STUDENTS THE FOLLOWING SMALL GROUP BRAINSTORMING EXERCISE. HAVE THEM LIST AS MANY MUSICAL GROUPS AND PERFORMERS AS POSSIBLE WITHIN A SPECIFIED TIME PERIOD. EMPHASIZE THE NON-EVALUATIVE NATURE OF THE ACTIVITY.

4) EVALUATE IDEAS

GIVE THE STUDENTS PRACTICE USING THE RESULTS OF THE ABOVE BRAINSTORMING SESSION TO:
a) CHOOSE THE THREE BEST GROUPS AND/OR MUSICIANS.
b) CHOOSE THREE WHICH YOUR MOTHER (FATHER) WOULD LIKE.
c) CLASSIFY THE LIST UNDER HEADINGS: CANADIAN, AMERICAN, BRITISH AND OTHERS.
d) RANK ORDER THE CANADIAN GROUPS/PERFORMERS FROM BEST TO WORST.

RULES OF BRAINSTORMING

1) THERE SHOULD BE NO EVALUATION OF IDEAS UNTIL AFTER THE BRAINSTORMING SESSION.

2) QUANTITY IS MORE IMPORTANT THAN QUALITY. LIST AS MANY IDEAS AS POSSIBLE IN A GIVEN LENGTH OF TIME.

3) EXPAND ON THE IDEAS OF OTHERS. IF SOMEONE ELSE'S IDEA PROMPTS ANOTHER IN YOUR MIND, SHARE IT.

4) ZANY IDEAS ARE WELCOME. THEY ENCOURAGE CREATIVITY.

5) RECORD ALL IDEAS.

ARRANGING FOR SPEAKERS

WHEN ARRANGING FOR SPEAKERS, KEEP THE FOLLOWING IN MIND:

-ARRANGEMENTS SHOULD BE MADE AT LEAST THREE WEEKS IN ADVANCE AND CONFIRMED WITH THE RESOURCE PERSON A FEW DAYS BEFORE THE DATE, EVEN THAT DAY.

-THE TEACHER SHOULD CAREFULLY THINK THROUGH THE CONTRIBUTION THE SPEAKER IS TO MAKE. WILL THIS BE AN INTRODUCTION TO A TOPIC, OR A REVIEW?

-THE RESOURCE PERSON SHOULD BE AWARE OF THE TEACHER'S SPECIFIC EXPECTATIONS. LET THE RESOURCE PERSON SEE THE TEACHER'S GUIDE AND/OR THE STUDENT NOTEBOOK IF HE/SHE DESIRES.

-THE SPEAKER SHOULD ALSO KNOW THE TIME AVAILABLE; THE NUMBER, AGE AND LEVEL OF THE STUDENTS; AND WHAT THE CLASS WILL HAVE COVERED BY THE DATE OF THE ENGAGEMENT.

-THE SUCCESS OF A PRESENTATION CAN BE IMPROVED IF THE SPEAKER IS GIVEN SUGGESTIONS FOR THE TYPE OF PRESENTATION, OR GIVEN MATERIAL PREPARED BY THE TEACHER.

-THE SPEAKER SHOULD BE AWARE OF THE ACADEMIC LEVEL OF STUDENTS, AND THE LANGUAGE THEY HAVE LEARNED SO THAT SHE/HE DOES NOT PRESENT TOO MUCH INFORMATION USING LANGUAGE WHICH IS BEYOND THE STUDENTS. THE TEACHER COULD GO SO FAR AS TO HAVE THE SPEAKER MAKE A BRIEF DRY RUN PRESENTATION TO HIM/HER. IF THE TEACHER FEELS THE PRESENTATION-TO-BE IS TOO DIFFICULT SHE/HE CAN SUGGEST MORE APPROPRIATE LANGUAGE, PACING, ETC. AND THUS AVOID A "BORING" PRESENTATION.

-THE CLASS SHOULD BE GIVEN SOME BASIC INFORMATION ABOUT THE SPEAKER IN ADVANCE.

-THE TEACHER SHOULD GUIDE THE STUDENTS IN PREPARATION OF QUESTIONS BEFORE THE ARRIVAL OF THE SPEAKER. SOME OF THESE QUESTIONS COULD BE SENT TO THE RESOURCE PERSON IN ADVANCE.

-A FEW QUESTIONS COULD BE "PLANTED" WITH A STUDENT TO PREVENT THE QUESTION PERIOD FROM LAGGING.

-ANY A.V. EQUIPMENT OR HAND-OUTS THE SPEAKER MIGHT REQUIRE SHOULD BE READY.

-A FOLLOW-UP TELEPHONE CALL TO THE SPEAKER FROM THE TEACHER GIVES THE SPEAKER AN OPPORTUNITY TO DISCUSS THE EVENT'S SUCCESS AND TO GIVE SUGGESTIONS FOR FUTURE VISITS. THE TEACHER, OF COURSE, GAINS THE OPPORTUNITY TO CONSOLIDATE A GOOD WORKING RELATIONSHIP BY GIVING THE SPEAKER SPECIFIC POSITIVE FEEDBACK AND A GENERAL POLITE THANK YOU. TO SPEAKERS, STUDENT "THANK YOUS" ARE ALWAYS WELCOME, OFTEN AMUSING, AND SOMETIMES AN OBJECT OF GREAT PRIDE.

KEEP IN MIND THAT EVERY SPEAKER IN THE CLASS MAY BRING YOU IDEAS, NEW STRATEGIES AND MORE CONTACTS WITH OTHER INTERESTED RESOURCE PERSONS. KEEP A CONTACT FILE: YOU ARE BUILDING YOUR OWN NETWORK.

BEST COPY AVAILABLE

FEELINGS VOCABULARY

able
active
adequate
affectionate
afraid
aggressive
alarmed
alive
amused
angry
annoyed
anxious

bad
beautiful
bitter
blue
bothered
brave
bubbly
burdened

calm
can't cope
capable
cheated
cheerful
chicken
clever
confident
confused
courageous
crazy
crushed

defeated
deflated
delighted
depressed
desperate
destructive
determined
disappointed
disgusted
disorganized
disoriented
displeased
distracted
down
downhearted

embarrassed
empty
energetic
excited

fearful
feeble
feeling good
fine
foggy
foolish
forgetful
fortunate
fragile
frail
free
frightened
frustrated
furious

gentle
glad
gloomy
good
great
guilty

happy
hateful
healthy
heavy-hearted
helpful
helpless
homesick
hopeful
hopeless
horrible
hurt

independent
indestructible
inferior
insecure
isolated
irritated

jealous
joyful
joyous

kind

lazy
left out
lifeless
light-hearted
lonely
lost
loved
loving
lucky

mad
mean
merry
miserable
mistaken
misunderstood
mixed up

nervous
nice

organized
out-of-it
outraged
overjoyed
overwhelmed

painful
pleased
positive
powerful
powerless
proud
puzzled

rejected
relaxed
reliable
restless
run-down

sad
satisfied
scared
secure
shy
silly
sneaky
soft
solid
sorry
strange
stupid
stunned
super
sure
surprised

tempted
tense
terrible
thankful
thrilled
troubled
turned off
turned on

unable
uncertain
uncomfortable
undecided
uneasy

unhappy
unloved
unpleasant
unstable
unsure
unwanted
up
upset
used
useless

weak
well
wishy-washy
wobbly
wonderful
worn out
worried

CATEGORIZED FEELINGS VOCABULARY

HAPPY

alive
amused
bubbly
calm
content
delighted
excited
feeling good
fine
fortunate
full of life
glad
good
great
joyful
joyous
lighthearted
love
lucky
marvelous
merry
overjoyed
peaceful
pleased
proud
satisfied
smiley
thankful
up
wonderful

SAD

bad
blue
burdened
crushed
deflated
dejected
depressed
disappointed
down
downhearted
feeling unwanted
gloomy
heavy-hearted
hopeless
hurt
lonely
lost
low
miserable
sorry
terrible
turned off
uneasy
unhappy
unloved
unpleasant
unwanted
upset

ANGRY

annoyed
critical
disgusted
displeased
fed up
frustrated
furious
hateful
hostile
hot-tempered
irritated
mad
madness
mean
outraged
troubled

CONFUSED

anxious
bewildered
bothered
crazy
depressed
disorganized
disoriented
distracted
doubtful
embarrassed
foggy
forgetful
frustrated
helpless
hopeless
lost
mistaken
misunderstood
mixed up
out-of-it
puzzled
surprised
troubled
uncertain
uncomfortable
undecided
unsettled
unsure
upset

SCARED

afraid
alarmed
anxious
chicken
confused
fearful
frightened
insecure
jumpy
nervous
shaky
stunned
terrified
uneasy
unpleasant
unsure
worried

WEAK

can't cope
confused
feeble
fragile
frail
helpless
inadequate
incapable
inferior
insecure
lifeless
lost
powerless
shaky
unable
unstable
unsure
useless
wishy-washy

STRONG

able
active
adequate
brave
capable
confident
courageous
determined
energetic
firm
forceful
happy to be me
independent
positive
powerful
productive
secure
solid
super

CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT

IN ORDER FOR THIS UNIT TO BE EFFECTIVE IN THE CLASSROOM, IT IS ESSENTIAL THAT LEARNERS HAVE A WILLINGNESS TO SHARE FEELINGS, IDEAS AND BELIEFS WITH BOTH CLASSMATES AND TEACHER.

THE CLASSROOM MUST THUS BECOME:

-A CENTRE OF HONEST INQUIRY INTO REAL PROBLEMS.

-A PLACE WHERE LEARNERS FEEL SAFE IN EXPRESSING THEIR VALUES.

TO BUILD A "SAFE" ATMOSPHERE, THE TEACHER MUST:

-OFFER WARM SUPPORT TO ALL STUDENTS.

-EXHIBIT A GENUINE CONCERN FOR ALL STUDENTS.

AND

-ATTEMPT TO UNDERSTAND LEARNERS' POSITIONS ON THE CONCEPTS OF ACCEPTANCE, LOVE AND FRIENDSHIP AND INCORPORATE THEM INTO DECISIONS THAT ARE MADE THEREBY ALLOWING TEACHER-LEARNER TRUST TO DEVELOP.

ALSO, THE LEARNER MUST BECOME AWARE:

-THAT THE TEACHER'S OPINION CONCERNING A VALUE JUDGEMENT IS VALID ONLY AS AN INDIVIDUAL'S OPINION.

-THAT IN ANY DISCUSSION, EACH INDIVIDUAL HAS THE RIGHT TO "PASS" - TO REFUSE TO SPEAK IF HE/SHE FEELS THAT THE EXPRESSION OF A THOUGHT WOULD BE TOO PAINFUL.

-THAT NEGATIVE STATEMENTS (PUT DOWNS) ARE *NOT ALLOWED* IN THE CLASSROOM.

-THAT ONE INDIVIDUAL MAY NOT ALWAYS AGREE WITH ANOTHER ON A SPECIFIC ISSUE BUT THAT THIS CONFLICT SHOULD NOT BE TAKEN PERSONALLY.

-THAT THERE ARE FEW ABSOLUTELY RIGHT OR WRONG ANSWERS, BUT THAT SOME ANSWERS MIGHT BE BETTER THAN OTHERS.

TIMELINE FOR IMPLEMENTATION

IT IS ESTIMATED THAT THE MINIMUM TIME REQUIRED FOR COMPLETION OF THIS UNIT IS 11 HOURS AND 10 MINUTES OF INSTRUCTION TIME. THE BRIGHTER YOUR CLASS AND THE MORE SUPPORTIVE THE ATMOSPHERE, THE MORE LIKELY A LESSON WILL GENERATE GOOD DISCUSSION AND REQUIRE MORE TIME. (SEE BEFORE TEACHING THIS UNIT, PAGES 4 TO 5.)

UNIT TIMETABLE

LESSON#		TOTAL APPROXIMATE TIME REQUIRED*
1		130 MINUTES
2		65 MINUTES
3		90 MINUTES
4		60 MINUTES
5		50 MINUTES
6		60 MINUTES
7		50 MINUTES
8	PART I	30 MINUTES
	PART II	40 MINUTES
	PART III	40 MINUTES = 165 MINUTES
	PART IV	40 MINUTES
	PART V	15 MINUTES

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*THIS TIME DOES NOT INCLUDE THE APPLICATION ACTIVITIES OR THE EVALUATION ACTIVITIES.

THE APPLICATION ACTIVITIES SECTION AT THE END OF EACH LESSON IS AN EXTREMELY USEFUL COMPONENT OF THE TEACHER'S GUIDE. IT CONTAINS BASIC SUGGESTIONS FOR USING THIS UNIT AS AN ENGLISH UNIT. TEACHERS MAY FEEL THAT THEY CAN ESTABLISH THE KEY IDEA OF A GIVEN LESSON BY MEANS OF APPLICATION ACTIVITIES ALONE. THIS IS ACCEPTABLE, EVEN DESIRABLE, PROVIDED THAT THE SPECIFIED OBJECTIVES FOR THAT LESSON ARE ALL MET. THIS IS NECESSARY TO PRESERVE THE CONTINUITY OF CUMULATIVE SKILL AND CONCEPT DEVELOPMENT WHICH SHOULD OCCUR AS STUDENTS ARE MOVED THROUGH THE UNIT.

LIST OF RESOURCES FOR THIS UNIT- BOOKS, VIDEOS, POSTERS, ETC.

LESSON 1

SHORT STORIES - "MERVIN IS AROUND", "BREAK UP A RELATIONSHIP", IN SHOPPING AT THE NORTHWOOD MALL*

LESSON 3

RUBIK'S CUBE

LESSON 4

SHORT STORY - "ROB IS AROUND", SHOPPING AT THE NORTHWOOD MALL*

SHORT PLAY - "TURK'S WAR", DOUBLE ACTION PLAY BOOK, PUBLISHED BY SCHOLASTIC BOOK SERVICES

LESSON 8

SHORT STORY - "I AM AROUND" - SHOPPING AT THE NORTHWOOD MALL*

SHORT PLAYS - "HELP! I NEED SOMEBODY", "ARE ALL THE FACTS IMPORTANT?", "NO, I'M DAN", " MARIA'S DATE", DOUBLE ACTION PLAY BOOK, PUBLISHED BY SCHOLASTIC BOOK SERVICES

* PUBLISHED BY THE DEPARTMENT OF EDUCATION, YELLOWKNIFE
AVAILABLE IN SCHOOLS AND RESOURCE CENTRES

DATE _____ NAME _____

WINNING ATTITUDINAL SURVEY (PRE-TEST)

WRITE YOUR ANSWERS IN THE APPROPRIATE SPACES.

1. WHAT IS A WINNER? _____

2. JAMES, JOE AND SIMON CAME 1st,2nd AND 3rd IN THE KNEE JUMP. EACH BOY BETTERED HIS PREVIOUS BEST JUMP.

WHO WAS THE WINNER? _____

3. a) TELL ABOUT A TIME WHEN YOU WERE REALLY A WINNER. _____

b) HOW DID YOU FEEL? _____

4. a) TELL ABOUT A TIME WHEN YOU WERE PARTIALLY A WINNER. _____

b) HOW DID YOU FEEL? _____

5. a) WHEN I WIN A GAME I _____

b) WHEN SOMEONE BEATS ME AT A GAME I _____

AND THEN THEY _____

WINNING ATTITUDINAL SURVEY (PRE-TEST) (CONT'D)

6. IF YOU ARE A LOSER TODAY, WILL YOU BE A LOSER TOMORROW?
   YES ___ NO ___ NOT SURE ___

   WHY? _____

   _____

   _____

7. YOU HAVE JUST BEEN ACCEPTED INTO THE THE LOCAL MUSIC GROUP. YOU GET TO PLAY GUITAR. YOUR FRIENDS FROM THE BAND ASK YOU TO GET THEM SOME CIGARETTES FROM THE CO-OP. YOU HAVE NO MONEY.

   USING THE CHART BELOW, ANSWER THE FOLLOWING QUESTIONS.

   a) WHAT THINGS COULD YOU DO?
   b) WHAT MIGHT HAPPEN IF YOU DID EACH THING?
   c) PLACE A "+" OR "-" SIGN IN THE VALUE COLUMN TO SHOW WHETHER THE CONSEQUENCES FOR EACH THING ARE GOOD OR BAD.

THINGS THAT I COULD DO	THINGS THAT MIGHT HAPPEN	VALUE

   d) WHAT SHOULD YOU DO? I SHOULD _____

   _____

   WHY? _____

   _____

DATE _____ NAME _____

WINNING ATTITUDINAL SURVEY (POST-TEST)

WRITE YOUR ANSWERS IN THE APPROPRIATE SPACES.

1. A WINNER IS _____

2. ANNIE, MARY, SUSAN AND LAURIE PLACED 4th OUT OF 4 TEAMS IN THE GIRLS' ONE FOOT HIGH KICK EVENT. IN DOING SO, THEY ALL BETTERED THEIR PREVIOUS BEST HEIGHTS. WERE THEY WINNERS?
   YES ___ NO ___ NOT SURE ___

   WHY? _____

3. a) TELL ABOUT A TIME WHEN YOU WERE REALLY A WINNER. _____

   b) HOW DID YOU FEEL? _____

4. a) TELL ABOUT A TIME WHEN YOU FELT YOU WERE A WINNER BUT OTHERS THOUGHT YOU WERE NOT. _____

   b) HOW DID YOU FEEL? _____

5. a) WHEN I WIN A GAME I _____

   b) WHEN SOMEONE BEATS ME AT A GAME I _____

   AND THEN THEY _____

WINNING ATTITUDINAL SURVEY (POST-TEST) (CONT'D)

6. IF YOU LOSE AT DOING SOMETHING, DOES THIS MEAN THAT YOU WILL ALWAYS BE A LOSER? YES ___ NO ___ NOT SURE ___

WHY? _____

_____

_____

7. YOU HAVE BEEN TRYING TO GET GOOD REPORTS AT YOUR WORK EXPERIENCE. SOME TOUGH CLASSMATES WORKING AT DPW WITH YOU ARE MAD WITH THE BOSS. THEY TELL YOU THAT EVERYONE MUST BE LATE FOR WORK FOR THE NEXT WEEK. IF YOU DON'T GO ALONG WITH IT, THEN THEY WILL BEAT YOU UP.

USING THE CHART BELOW, ANSWER THE FOLLOWING QUESTIONS.

a) WHAT THINGS COULD YOU DO?
b) WHAT MIGHT HAPPEN IF YOU DID EACH THING?
c) PLACE A "+" OR "-" SIGN IN THE VALUE COLUMN TO SHOW WHETHER THE CONSEQUENCES FOR EACH THING ARE GOOD OR BAD.

THINGS THAT I COULD DO	THINGS THAT MIGHT HAPPEN	VALUE

d) WHAT SHOULD YOU DO? I SHOULD _____

_____

WHY? _____

_____

LESSON 1 WE CAN BE WINNERS IN MANY WAYS

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT THEY CAN BE WINNERS IN MANY WAYS
-BE ABLE TO BRAINSTORM THE MANY WAYS OF BEING A WINNER
-BE ABLE TO BE AWARE OF AND SENSITIVE TO THEIR OWN FEELINGS CONCERNING SITUATIONS IN WHICH THEY HAVE VIEWED THEMSELVES AS WINNERS
-DEVELOP AN APPRECIATION FOR THE MANY WAYS IN WHICH A PERSON CAN BE CONSIDERED A WINNER
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

RESPECTED	POLITE	GOOD SPORT	RESPECTED
BEING FAIR	WINNER	ACCEPT	

ENGLISH SENTENCE PATTERNS

WHEN DO YOU FEEL GOOD ABOUT YOURSELF?

I FEEL GOOD ABOUT MYSELF WHEN _____.

WHEN ARE YOU A WINNER?

I AM A WINNER WHEN _____.

WHAT IS A WINNER?

A WINNER IS A PERSON WHO _____.

RESOURCES

BRAINSTORMING SHEET, PAGE 12 IN TEACHER'S GUIDE

FEELINGS VOCABULARY LISTS, READY TO DISTRIBUTE, PAGES 15-16 IN TEACHER'S GUIDE

PRE-TESTS FOR EACH STUDENT, PAGES 19-20 IN TEACHER'S GUIDE

WINNING STUDENT NOTEBOOK, LESSON # 1

"MERVIN IS AROUND", AND "BREAK UP A RELATIONSHIP", SHORT STORIES IN SHOPPING AT THE NORTHWOOD MALL

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE STUDENTS PARTICIPATE IN A COMPETITIVE GAME (IE., IN THE GYM, A BOARD GAME, SPELLING BEE, OR OTHER CONTEST OF LUCK AND /OR SKILL).

b) DISCUSS THEIR FEELINGS ABOUT WINNING OR LOSING.

c) READ THE STORY "MERVIN IS AROUND" FROM SHOPPING AT THE NORTHWOODS MALL. DISCUSS WHY MERVIN IS A WINNER.

d) BRAINSTORM WITH THE CLASS, THE WAYS IN WHICH THEY OR PEOPLE THEY KNOW HAVE BEEN WINNERS, BROADENING THE SCOPE OF "WINNING" AS MUCH AS POSSIBLE (SEE DEFINITION, PAGE 1). RECORD THE BRAINSTORMING IDEAS ON CHART PAPER.

e) ADMINISTER THE PRE-TEST. FILE THE RESULTS.

2.

a) DISCUSS THE SUGGESTIONS GIVEN IN THE WINNING STUDENT NOTEBOOK, QUESTION 1, FOR THE MANY WAYS WE CAN BE WINNERS.

b) PLAY A LANGUAGE DEVELOPMENT VERSION OF MUSICAL CHAIRS. ARRANGE CHAIRS IN A CIRCLE, WITHOUT ANY OBSTACLES INSIDE THE CIRCLE. ASK STUDENTS TO THINK OF A RESPONSE TO THE QUESTION:

QUESTION: WHEN DO YOU FEEL GOOD ABOUT YOURSELF?
ANSWER: I FEEL GOOD ABOUT MYSELF WHEN _____.

GIVE STUDENTS A FEW MINUTES TO THINK OF A RESPONSE. ASK ONE STUDENT TO START THE GAME BY STANDING IN THE MIDDLE OF THE CIRCLE. THE TEACHER SITS IN THAT STUDENT'S CHAIR AND ASKS:

TEACHER : WHEN DO YOU FEEL GOOD ABOUT YOURSELF?
FIRST STUDENT: I FEEL GOOD ABOUT MYSELF WHEN I TRY HARD AT SCHOOL.

ANY STUDENTS IN THE CIRCLE WHO ALSO FEEL GOOD ABOUT THEMSELVES WHEN THEY TRY HARD AT SCHOOL GET UP AND CHANGE PLACES WITH OTHER STUDENTS. THE STUDENT IN THE CENTRE TRIES TO SIT IN ONE OF THE EMPTY PLACES. WHICHEVER STUDENT DOES NOT HAVE A SEAT GOES TO THE CENTRE. THE FIRST STUDENT THEN ASKS THE QUESTION, THE SECOND STUDENT STANDING PROVIDES A RESPONSE, AND ALL STUDENTS WHO "AGREE" WITH THAT RESPONSE GET UP AND CHANGE PLACES. CONTINUE FOR SEVERAL MINUTES. THEN ASK STUDENTS WHO DID NOT HAVE A TURN IN THE CENTRE TO GIVE THEIR RESPONSE.

THE ONLY RULES ARE: STUDENTS MUST WALK QUICKLY, NOT RUN.
YOU CANNOT JUST MOVE ONE SEAT TO THE LEFT OR RIGHT.

NOTE: THE STUDENT WHO DOES NOT GET A CHAIR IS NOT OUT, BUT GOES TO THE CENTRE.

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c) HAVE STUDENTS BRAINSTORM THE MANY WAYS WE CAN BE WINNERS, ADDING RESPONSES TO BRAINSTORMING RECORD SHEETS FROM CD/LE/LP #1 d). EMPHASIZE NON-COMPETITIVE WINNING.

d) HAVE STUDENTS COMPLETE QUESTION 1 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

3.

a) MODEL FOR THE STUDENTS FIVE TO TEN PAIRS OF QUESTIONS AND ANSWERS LIKE THE FOLLOWING. STUDENTS LISTEN FOR THE TEACHER'S DELIBERATE ERRORS AND CORRECT THEM ORALLY.

E.G., TEACHER - WHEN ARE YOU A WINNER?
TEACHER - I AM A WINNER WHEN I HIT SOMEONE.
STUDENTS- I AM A WINNER WHEN I HELP SOMEONE.

MAKE A RECORD OF THE DISCUSSION ON THE BOARD USING THE SENTENCE PATTERN.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3. (CONT'D)

b) PUT STUDENTS INTO GROUPS OF TWO OR THREE AND HAVE EACH PERSON TELL THE OTHER(S) ABOUT A TIME WHEN THEY WERE A WINNER, EXPLAINING HOW THEY FELT, WHY THEY FELT THIS WAY, AND HOW OTHERS FELT ABOUT THEM. GIVE STUDENTS COPIES OF THE FEELINGS LISTS FROM PAGES 14-15 AS AN AID.

c) HAVE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

4.

a) HAVE THE STUDENTS GO INTO SMALL GROUPS TO DISCUSS THE QUESTION, "WHAT IS A WINNER?" HAVE THE GROUPS RECORD ANSWERS ON SENTENCE STRIPS. PUT THE QUESTION ON A SENTENCE STRIP.

b) AFTER THE GROUPS HAVE HAD TIME, PUT ALL THE GROUPS' SENTENCE STRIPS IN RANDOM ORDER AND PASS THEM OUT TO EVERYONE. ENSURE THAT ALL STUDENTS CAN READ THEIR STRIP. THE TEACHER READS THE QUESTION AND THEN ONE STUDENT READS HIS/HER SENTENCE STRIP. OTHER STUDENTS WHO HAVE THE SAME, OR SIMILAR SENTENCE STRIPS, ALSO READ THEIRS. STUDENTS LISTEN TO MAKE SURE THE ANSWER HAS AN APPROPRIATE ENDING. THEY CAN ORALLY CORRECT ANY MISTAKES.

E.G., TEACHER - WHAT IS A WINNER?
STUDENT - A WINNER IS A PERSON WHO IS A GOOD SPORT.

SIMILAR RESPONSES MIGHT INCLUDE, "DOESN'T CHEAT", "DOESN'T MIND LOSING SOMETIMES"
DISPLAY ALL THE CORRECT/CORRECTED SENTENCE PATTERNS AS THEY ARE READ.

c) DEVELOP WITH STUDENTS THE DEFINITION OF A WINNER AS A PERSON WHO
-ACCEPTS HIM/HERSELF AND OTHERS
-RESPECTS HIM/HERSELF AND OTHERS
-TREATS HIM/HERSELF AND OTHERS FAIRLY

d) HAVE STUDENTS ANSWER QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

1. HAVE SMALL GROUPS ROLE PLAY SITUATIONS WHERE A PERSON IS A WINNER. HAVE THE STUDENTS SHOW HOW ALL THE PEOPLE INVOLVED REACT AND FEEL IN THESE SITUATIONS.

2. HAVE THE STUDENTS READ THE SHORT STORY, "HOW TO BREAK UP A RELATIONSHIP", IN SHOPPING AT THE NORTHWOOD MALL. DISCUSS IN SMALL GROUPS HOW THEY FEEL THAT THE GIRL IS A WINNER.

EVALUATION

1. READ STUDENTS ANSWERS TO QUESTION 3 IN THE STUDENT NOTEBOOK TO SEE THAT IT ACCURATELY REFLECTS LESSON CONCEPTS.

2. REFER TO OBJECTIVES TO DETERMINE DEGREE OF SUCCESS OF THE LESSON.

3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 2 WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT OR BOTH

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT OR BOTH
- -BE ABLE TO DETERMINE THE WINNER(S) IN A GIVEN SITUATION
- -BE ABLE TO APPLY THE CONCEPT OF WINNING IN A GIVEN SITUATION TO AN EXAMPLE FROM THEIR OWN LIVES
- -DEVELOP A BROADER PERSPECTIVE ON WINNING WITHIN THE CONTEXT OF A SPORTS SITUATION
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

FACTS	INDIVIDUAL	EFFORT
PREVIOUS	CONSIDER	MOST IMPORTANT
BELIEVE	PROUD	COMMON GOAL

ENGLISH SENTENCE PATTERNS

WHAT ARE THE FACTS IN THIS STORY?

THE FACTS ARE _____.

_____ WAS A WINNER BECAUSE _____.

HOW DO YOU THINK _____FELT? /HOW DID YOU FEEL?

HE/I FELT _____.

WHAT DOES THIS TELL ABOUT HIM/YOU?

IT TELLS THAT ___ IS/AM _____.

RESOURCES

STUDENT NOTEBOOK , LESSON #2

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

NOTE: IF STUDENTS HAVE BEEN CONDITIONED TO TAKE AN ABSOLUTE, I WIN - YOU LOSE, VIEW OF WINNING, IT MAY BE DIFFICULT FOR THEM TO ACCEPT THE SHARING CONCEPT OF THIS LESSON WITHOUT PRELIMINARY DISCUSSION.

TO ENCOURAGE MORE FLEXIBLE AND FRANK RESPONSES, THE FOLLOWING DISCUSSION SHOULD BE COMPLETED BEFORE TURNING TO THE WINNING NOTEBOOK.

1.

a) TELL THE CLASS EITHER OR BOTH OF THE SITUATIONS.

SITUATION # 1

HARRY AND HIS FATHER WENT FISHING LAST WEEKEND. HARRY'S FATHER DIDN'T CATCH A SINGLE FISH, PROBABLY BECAUSE HE WAS SO BUSY TEACHING HARRY WHAT TO DO. HARRY CAUGHT FOUR FISH, AND THE WHOLE FAMILY HAD A GOOD MEAL.

SITUATION #2

WHEN IGA WAS ILL FOR TWO WEEKS, SUSAN BROUGHT HER SCHOOLWORK HOME EVERY NIGHT AND HELPED HER WITH IT. IGA'S MOTHER ALWAYS HAD FRESHLY MADE BANNOCK FOR THEM. LATER, IGA SENT SUSAN A BEAUTIFUL CARD THAT SAID, "YOU ARE A SPECIAL PERSON, THANKS FOR CARING."

b) RETELL THE SITUATIONS, SUBSTITUTING THE FACTS FOR SILLY OR INCORRECT FACTS. STUDENTS TRY TO CATCH THE SUBSTITUTIONS AND ORALLY PROVIDE THE CORRECT FACTS.

c) WORKING AS A GROUP AND RECORDING THE ANSWERS ON THE BOARD, ANSWER THE QUESTIONS THAT FOLLOW.

i) WHAT ARE THE FACTS IN THIS SITUATION?
ii) WHO DO YOU THINK THE WINNER IS IN THIS SITUATION? WHY?

2.

a) HAVE THE STUDENTS READ THE SITUATION ON PAGE 3 IN THE STUDENT NOTEBOOK.

b) MOVE THE STUDENTS THROUGH THE STORY, SENTENCE BY SENTENCE, HAVING THEM UNDERLINE THE KEY FACTS. NOTE THE NAMES OF THE EVENTS AND RECORD ON THE BLACKBOARD THE NAME OF THE COMPETITOR WHO IS MOST PROFICIENT IN THAT EVENT AND THE RELEVANT FACTS ABOUT THE MEET.

c) HAVE THE STUDENTS RECORD THESE FACTS BY ANSWERING QUESTION 1 IN THE STUDENT NOTEBOOK. STUDENTS SHOULD ANALYZE THEIR STORIES LOOKING FOR THE MOST IMPORTANT FACTS. MAKE SURE THAT THESE ARE FACTS, NOT INFERENCES OR GENERALIZATIONS. DISCUSS AS NECESSARY TO CLARIFY THIS.

d) DIVIDE THE CLASS INTO FOUR GROUPS. GIVE EACH GROUP FLIP CHART PAPER AND A FELT PEN AND HAVE THEM LIST AS MANY REASONS AS POSSIBLE WHY THE FOLLOWING WERE WINNERS; SAMSON, MARK, LARRY BLACK, THE NWT. WITH ONE PERSON ACTING AS A RECORDER HAVE THEM RECORD RESPONSES USING THE SENTENCE PATTERN, AS SHOWN.

THE NWT WAS A WINNER BECAUSE:
-PEOPLE LIKE SAMSON AND MARK PRACTISED AND WORKED HARD.
-PEOPLE LIKE LARRY WERE WILLING TO COACH THE TEAM.
-IT PLACED SECOND OVERALL.

AFTER SEVERAL MINUTES HAVE EACH GROUP SHARE THEIR RESPONSES WITH THE OTHERS. DISPLAY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)

e) HAVE THE STUDENTS ANSWER, INDIVIDUALLY, QUESTIONS 2 AND 3 IN THE STUDENT NOTEBOOK.

3.

NOTE: SOME STUDENTS MAY FIND IT DIFFICULT TO ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK FOR THE FOLLOWING REASONS:
-LACK OF EXPERIENCE WITH A TEAM IDENTITY OR LOYALTY TO A GROUP
-RELUCTANCE TO ADMIT THAT OTHERS "DID BETTER"
-INABILITY TO ARTICULATE THEIR FEELINGS
-SHYNESS ABOUT SHARING PERSONAL EXPERIENCES AND SELF-APPRAISAL.

THE FOLLOWING SITUATION AND DISCUSSION ARE USEFUL IN HELPING STUDENTS TO OVERCOME THESE OBSTACLES, AND TO DEVELOP AN UNDERSTANDING THAT IN ANY WINNING SITUATION THERE MAY BE A CONFLICT OF INTEREST AND A POSSIBILITY OF MIXED EMOTIONS.

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a) READ THE CLASS THE FOLLOWING SITUATION. THEN, WORKING AS A GROUP AND RECORDING THE ANSWERS ON THE BOARD, ANSWER THE QUESTIONS THAT FOLLOW. THE TEACHER ASKS THE QUESTIONS (USING THE GIVEN SENTENCE PATTERNS) AND THE STUDENTS SUGGEST ENDINGS. RECORD AND DISCUSS ANSWERS GIVEN.

WHEN JOADAMIE CAME HOME AFTER PLAYING IN THE FINAL GAME OF THE HOCKEY CHAMPIONSHIP, HIS MOTHER ASKED HIM WHAT HAPPENED. JOADAMIE SAID, "WE WON THE TROPHY, BUT I SPRAINED MY WRIST AND HAD TO SIT OUT THE LAST HALF OF THE GAME."

i) HOW DO YOU THINK JOADAMIE FELT ABOUT WINNING THE GAME?
JOADAMIE FELT _____.
V S
HOW DO YOU THINK JOADAMIE FELT ABOUT BEING INJURED AND HAVING TO SIT OUT?
JOADAMIE FELT _____.

ii) WHAT DOES THIS TELL ABOUT JOADAMIE AND WHY? IT TELLS THAT JOADAMIE IS _____.

b) HAVE STUDENTS INDIVIDUALLY ANSWER QUESTION 4. MOVE AROUND THE ROOM AND TALK TO AS MANY STUDENTS AS POSSIBLE, CLARIFYING THEIR ANSWER TO c). THE SUCCESS OF THIS PART OF THE LESSON MAY DEPEND UPON THEIR UNDERSTANDING OF MIXED EMOTIONS AND CONFLICT OF INTERESTS DEVELOPED IN CE/LE/LP 1 a) SITUATION 1.

APPLICATION

1. READ THE FOLLOWING SITUATION TO THE CLASS:
RICK HANSEN, THE MAN IN MOTION, CIRCLED THE GLOBE IN HIS WHEEL CHAIR. RICK DID NOT DO THIS ALONE BUT WITH THE HELP OF HIS CREW, THE MEDIA, THE SUPPORT OF CANADIANS AND INDEED OF PEOPLE ALL OVER THE WORLD.

HAVE STUDENTS FORM GROUPS TO DISCUSS:
a) WHO IS/ARE THE WINNER(S) IN THIS STORY? WHY?
b) HOW WAS RICK HANSEN'S ACHIEVEMENT AN INDIVIDUAL EFFORT?
c) HOW WAS RICK HANSEN'S ACHIEVEMENT A GROUP EFFORT?

APPLICATION (CONT'D)

2. PLAY EITHER "HUMAN PRETZEL" OR "REALIGNMENT" TO ILLUSTRATE TEAM WINNING.

   HUMAN PRETZEL: GROUP THE CLASS INTO TWO TEAMS. ONE PERSON ("IT") FROM EACH TEAM LEAVES THE ROOM AND EACH GROUP FORMS A CIRCLE, HOLDING HANDS. EACH GROUP NOW TAKES A MINUTE OR SO TO FORM A "PRETZEL". THIS IS DONE BY CONTINUING TO HOLD HANDS AND ENTWINING THEMSELVES WITH EACH OTHER (PEOPLE PASSING UNDER ARMS, STEPPING OVER, ETC.) UNTIL THEY ARE A MASS OF BODIES, STILL LINKED. THE "ITS" ARE NOW INVITED BACK IN. THEIR JOB IS TO UNTANGLE THE OPPOSING TEAM, WHICH MUST OBEY ALL OF "ITS" INSTRUCTIONS. ("IT" CAN'T HAVE PEOPLE BREAK HANDHOLDS.) THE "IT" WITH THE FIRST GROUP UNTANGLED WINS.

   REALIGNMENT: HAVE THE STUDENTS FORM "FAMILIES" OF 6 TO 8 PEOPLE. EACH FAMILY WILL HAVE AN OPPORTUNITY TO STAND AT THE FRONT OF THE ROOM IN A STRAIGHT LINE. AS EACH FAMILY STANDS AT THE FRONT, ASK THE SEATED FAMILIES TO OBSERVE THE ORDER OF THE STANDING FAMILY. THEN ASK THE SEATED FAMILIES TO CLOSE THEIR EYES WHILE THE STANDING FAMILY CHANGES PLACES IN THE LINE. HAVE THE STUDENTS OPEN THEIR EYES AGAIN, AND DESIGNATE ONE SEATED FAMILY TO PLACE THE STANDING FAMILY BACK IN THEIR ORIGINAL POSITIONS BY HAVING EACH MEMBER OF THE SEATED FAMILY COME FORWARD TO SHIFT ONE PERSON AT A TIME TO A DIFFERENT POSITION. THE GOAL IS TO GET THE STANDING FAMILY BACK INTO ITS ORIGINAL LINEUP. CONTINUE UNTIL EACH FAMILY HAS HAD A CHANCE BOTH TO STAND UP AND TO MOVE A STANDING FAMILY. DURING THE TIME THE STANDING FAMILY IS BEING REPOSITIONED THERE IS TO BE NO TALKING OR OTHER COMMUNICATION BETWEEN ANY STUDENTS.

3. IN SMALL GROUPS HAVE STUDENTS DISCUSS "WINNING CAN BE AN INDIVIDUAL EFFORT, A TEAM EFFORT, OR BOTH." HAVE THEM SHARE A PERSONAL EXPERIENCE ILLUSTRATING THIS CONCEPT. THEY SHOULD THEN WRITE AND POSSIBLY ILLUSTRATE A STORY BASED ON ONE OF THESE SHARED EXPERIENCES. THIS MAY BE DONE INDIVIDUALLY, OR AS A GROUP. SHARE THE FINISHED STORIES WITH THE CLASS AND DISCUSS THE CONCEPT AS ILLUSTRATED IN THE STORY. STORIES COULD BE COLLECTED AND MADE INTO A CLASS BOOK.

4. STUDENTS MAY ROLE PLAY OR REHEARSE A SHORT PLAY BASED ON JOADAMIE'S EXPERIENCES (CD/LE/LP #3), OR ON THEIR OWN STORIES. THIS WOULD ENCOURAGE FLEXIBILITY IN PERCEIVING THE SITUATION FROM ANOTHER PERSON'S POINT OF VIEW.

5. SMALL GROUP BRAINSTORMING: DIVIDE THE CLASS INTO SMALL GROUPS AND HAVE THEM DRAW BY LOT ONE OF THE TOPICS: HUNTING, VOLLEYBALL, CHRISTMAS CONCERT, SKIDOOING, AND HOCKEY. HAVE THEM DISCUSS AND RECORD THE FOLLOWING:

   -WHAT THE COMMON GOAL OF THE GROUP WOULD BE.
   -WHAT EACH INDIVIDUAL MUST DO SO THAT THE GROUP CAN WORK TOGETHER.
   -HOW TO DETERMINE AND DESCRIBE "WINNING" FOR BOTH THE GROUP AND THE INDIVIDUAL.

   HAVE ONE SPEAKER REPORT TO THE CLASS FOR EACH GROUP.

EVALUATION

1. OBSERVE THROUGH ORAL AND WRITTEN RESPONSES THE DEGREE TO WHICH THE LESSON HAS BEEN SUCCESSFUL.

2. RECORD YOUR OBSERVATIONS, USING THE UNIT EVALUATION CHECKLIST ON PAGE 9.

LESSON 3 IF YOU THINK ABOUT IT, YOU MAY BE A WINNER EVEN WHEN IT SEEMS YOU'RE NOT

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT IF YOU THINK ABOUT IT, YOU MAY BE A WINNER EVEN WHEN IT SEEMS YOU'RE NOT
- -BE ABLE TO REASON THE DIFFERENCE BETWEEN PEOPLE'S PERCEPTIONS OF WINNING
- -BE ABLE TO EMPATHIZE WITH THE POSITIONS OF OTHERS CONCERNING WINNING
- -DEVELOP INSIGHT INTO THEIR OWN ACTIONS AND THOSE OF OTHERS TO DETERMINE THE DEGREE OF WINNING WHICH IS INHERENT IN THE ACTION(S).
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

WINNER	LOSER	SOLUTION
CONFLICT OF INTEREST	DISQUALIFIED	SITUATION
DILEMMA		

ENGLISH SENTENCE PATTERNS

ARE YOU/ IS HE/SHE A WINNER OR A LOSER?

I AM/ HE/SHE IS A _____ BECAUSE _____.

YOU ARE/SHE IS A WINNER/LOSER BECAUSE _____.

RESOURCES

STUDENT NOTEBOOK, LESSON # 3

RUBIK'S CUBE OR A SIMILAR MANIPULATIVE PUZZLE (APPLICATION ACTIVITY)

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

SUCCESSFUL COMPLETION OF THIS LESSON REQUIRES SENSITIVITY AND EMPATHY, AND THE ABILITY TO MANIPULATE POINT OF VIEW. THERE MAY BE CONSIDERABLE DISCUSSION OF FAIRNESS.

EACH NOTEBOOK QUESTION SHOULD BE CONSIDERED ON SEPARATE OCCASIONS AND THE TEACHER SHOULD BE PREPARED TO EXTEND THE TIME LINE IF INDIVIDUAL CLASS RESPONSE REQUIRES LONGER DISCUSSION PERIODS.

THE CONCEPT (STATED IN THE TITLE) IS CRITICAL TO THE SUCCESS OF THE UNIT, BUT IT CANNOT BE IMPOSED ON THE STUDENTS. GIVE THEM TIME TO EXPLORE THE IDEA THOROUGHLY AND CONVINCE THEMSELVES AND EACH OTHER OF THE POTENTIAL TO BE A TRUE WINNER IN EACH DILEMMA PRESENTED.

NOTE: THE EPISODE PRESENTED IN THE STORY ABOUT THE RETARDED BOY MAY BE CONSTRUED AS A "NO-WIN" SITUATION IN WHICH THERE IS NO CLEARLY DEFINED WINNER OR LOSER. THE STUDENTS MAY BE CONFUSED OR AMBIVALENT - AND THEREFORE HESITANT TO SPEAK UP - BECAUSE OF THE CONFLICT OF INTEREST BETWEEN THE STUDENT'S MORAL SENSE OR INTEGRITY (HE KNOWS WHAT HE SHOULD DO) AND HIS NEED FOR PEER ACCEPTANCE (THIS IS WHAT HE WANTS TO DO). IT MAY BE HELPFUL TO CLARIFY THIS CONFLICT OF INTEREST AS SOMETHING VERY REAL AND NATURAL.

1.

THE FOLLOWING OR YOUR OWN SITUATIONS MAY BE PRESENTED FOR DISCUSSION IN ORDER TO DEMONSTRATE A WINNER IN A DILEMMA.

SITUATION 1

LAST NIGHT YOU MET SOME FRIENDS BEHIND THE SCHOOL. THEY WERE SMOKING AND HORSING AROUND. WHEN THEY OFFERED YOU A CIGARETTE, YOU REFUSED. THEY CALLED YOU "CHICKEN" AND TOLD YOU TO "GET LOST" BEFORE THEY "BEAT YOUR FACE IN".

AND/OR
SITUATION 2

MARY, AND HER TEACHER, RETURNED SOME STOLEN CASSETTE TAPES TO THE BAY. MARY HAD STOLEN THEM DURING HER WORK EXPERIENCE. MARY WAS REALLY EMBARRASSED BUT KNEW THIS WAS THE RIGHT THING. THE MANAGER WAS REALLY NICE AND THANKED THEM FOR BEING HONEST. THIS MADE MARY EVEN MORE EMBARRASSED AND SHE PROMISED NEVER TO SHOPLIFT AGAIN.

AND/OR
SITUATION 3

BEN JOHNSON FAILED THE DRUG TEST AFTER HE WON THE GOLD MEDAL FOR CANADA FOR THE HUNDRED METRE DASH AT THE 1988 OLYMPICS. HE HAD TO GIVE BACK THE GOLD MEDAL . HE MIGHT NEVER BE ABLE TO COMPETE IN TRACK AND FIELD EVENTS AGAIN.

a) DIVIDE STUDENTS INTO THREE GROUPS TO DISCUSS THE THREE SITUATIONS.
ASK THE QUESTION: IS _____ A WINNER OR A LOSER? EACH GROUP HAS TO THINK OF AS MANY SUITABLE ENDINGS AS POSSIBLE .

FOR EXAMPLE:
BEN JOHNSON IS A LOSER BECAUSE
-HE TOOK DRUGS.
-HE LOST HIS GOLD MEDAL.
-HE MADE CANADA LOOK BAD.
-ETC.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

1. (CONT'D)

b) HAVE EACH GROUP WRITE THE SENTENCE BEGINNING (ie. BEN JOHNSON IS A LOSER...) ON A SENTENCE STRIP AND RECORD EACH POSSIBLE ENDING ON SEPARATE SENTENCE STRIPS.

c) AFTER SEVERAL MINUTES HAVE GROUPS SHARE THEIR RESPONSES WITH THE REST OF THE CLASS.

d) COLLECT, THEN RANDOMLY REDISTRIBUTE THE STRIPS. STUDENTS HAVE TO GROUP THEMSELVES ACCORDING TO THE STRIPS THEY HAVE ie. ALL STUDENTS WITH STRIPS RELATED TO SITUATION NUMBER THREE WOULD "FIND" EACH OTHER AND STAND TOGETHER. THEY READ THEIR SENTENCES TO THE REST OF THE CLASS.

REPEAT TWO OR THREE TIMES.

2.

a) READ THE STORY ON PAGE 6 IN THE STUDENT NOTEBOOK WITH THE STUDENTS.

b) RETELL THE STORY MAKING DELIBERATE ERRORS. EVERY TIME STUDENTS "CATCH AN ERROR" THEY CORRECT YOU. FOR EXAMPLE:

TEACHER: YOU SEE ONE OF YOUR FRIENDS HITTING ANOTHER BOY.
STUDENT: YOU SEE ONE OF YOUR FRIENDS MAKING RUDE SIGNS AND SWEARING AT ANOTHER BOY.
TEACHER: THE OTHER BOY IS VERY SHORT.
STUDENT: THE OTHER BOY IS HANDICAPPED.
ETC.

c) HAVE EACH STUDENT MAKE TWO FLASH CARDS - ONE WITH THE WORD WINNER, AND ONE WITH THE WORD LOSER. WRITE A SERIES OF STATEMENTS ABOUT THE SITUATION LEAVING A BLANK AS SHOWN.

YOU ARE A _____ BECAUSE YOU STICK UP FOR THE HANDICAPPED BOY.
YOUR FRIEND IS A _____ BECAUSE HE GETS MAD.
THE RETARDED BOY IS A _____ BECAUSE HE WANTS TO PLAY. ETC.

STUDENTS HOLD UP THE FLASH CARD THEY THINK MOST APPROPRIATE FOR EACH SENTENCE. IF MOST STUDENTS SHOW THE LOSER CARD IN A GIVEN SITUATION, DISCUSS WAYS THAT THE PERSON COULD BECOME A WINNER.

d) HAVE STUDENTS ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK, INDIVIDUALLY, OR IN GROUPS OF TWO

NOTE: GIVE STUDENTS THE TIME TO RECOUNT THEIR EXPERIENCES AND OBSERVATIONS WITH HANDICAPPED PEOPLE IF THIS COMES UP. RELATE THIS TO THE SECOND LAST OBJECTIVE AND TO THE IDEA THAT, TO BE A REAL WINNER, WE SOMETIMES MUST TAKE RISKS TO DO AND SAY WHAT WE BELIEVE TO BE RIGHT.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.

IN THE DILEMMA ON PAGE 7 OF THE STUDENT NOTEBOOK, STUDENTS WILL REVIEW, REINFORCE AND EXTEND THE LESSON CONCEPTS AND THEIR SKILLS. TIME REQUIRED FOR EXTENDED DISCUSSION WILL VARY, DEPENDING ON THE SUCCESS OF QUESTION 1 OF THE STUDENT NOTEBOOK AND THE POSSIBILITIES NOTED BELOW.

a) TO FURTHER ENCOURAGE FLEXIBILITY OF THINKING IN AN AMBIGUOUS SITUATION OR DILEMMA, LEAD A QUICK DISCUSSION ABOUT EACH OF THE FOLLOWING STATEMENTS. STUDENTS SHOULD BE ABLE TO DISCUSS WHETHER THE CHARACTER IS A WINNER OR A LOSER AND GIVE THEIR REASONS. ENCOURAGE FULL PARTICIPATION. DISCOURAGE SUPERFICIAL THINKING AND SNAP JUDGEMENTS.

-JOHN PICKED UP THE GARBAGE OUTSIDE HIS HOUSE.
-ANNIE GOT TO WORK EXPERIENCE ON TIME.
-JOSEPH CALLED HIS TEACHER TO SAY HE WOULD BE LATE.
-ANGIE TOOK HER BABY SISTER'S CANDY.
-TOM DIDN'T WEAR HIS PARKA HUNTING.
-PAUL DISOBEYED HIS FATHER.
-MADELEINE DIDN'T TELL HER BEST FRIEND THE TRUTH.
-ROSE LEFT WORK EARLY.
-WHEN TERRY'S BROTHER ASKED HIM TO HELP FIX HIS SKIDOO, HE REFUSED.

NOTE: IN THE SITUATION ON PAGE 7 OF THE STUDENT NOTEBOOK, STUDENTS MAY WANT TO CHALLENGE THE ESSENTIAL FAIRNESS OR INJUSTICE OF THE DISQUALIFICATION ON THE GROUNDS THAT IF YOU, THE HURT STUDENT, THE TEACHER AND THE NURSE FEEL GOOD ABOUT THE ACT, THEN THE ACT WAS ESSENTIALLY CORRECT AND THE TEAM SHOULD NOT HAVE BEEN DISQUALIFIED.

THEY ALSO MIGHT ASSUME THAT TEAMMATES WOULD BE FURIOUS AND THAT THE ANGER WOULD BE DIRECTED AGAINST THE HELPFUL STUDENT AS MUCH AS THE "UNFAIR" ADMINISTRATION.

CLASS DISCUSSION MAY ALSO WORK AROUND TO RULES WHICH ARE UNFAIR, WHEN RULES OUGHT TO BE MODIFIED, EXCEPTIONS AND SO ON.

EXPERIENCE HAS SHOWN THAT IF THESE OPINIONS ARISE, THERE IS NO POINT IN TRYING TO SUPPRESS THEM. VICARIOUS INVOLVEMENT, THE ABILITY TO EMPATHIZE, THE ABILITY TO ARGUE A VIEWPOINT ARE TOO IMPORTANT TO SUPPRESS. GIVE STUDENTS THE TIME TO EXPLORE AND EXPRESS THEIR IDEAS.

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b) READ THE SITUATION ON PAGE 7 OF THE STUDENT NOTEBOOK.

c) HAVE STUDENTS ANSWER QUESTION 2 a) AS BEST THEY CAN IN ORDER TO TRY TO FORMULATE A POSITION. IF THEY REALLY UNDERSTAND THE SITUATION, THE BRIGHTER OR MORE MATURE STUDENTS WILL FIND THIS DIFFICULT AND DISCUSSION OF THE THREE "RED HERRINGS" ALREADY NOTED - FAIRNESS, ANGER, RULES - MAY BE NECESSARY BEFORE PROCEEDING.

d) WORKING AS A CLASS AND BRAINSTORMING FOR FEELINGS AND REASONS, ANSWER QUESTION 2b) TOGETHER. USE THE BLACKBOARD, OVERHEAD, OR CHART PAPER TO PREPARE A SEPARATE ANALYSIS LIST ...MOTHER, FATHER, COACH, PRINCIPAL, ETC.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3. (CONT'D)

e) REVIEW AND DISCUSS THE MATERIAL NOTED. ENCOURAGE STUDENTS TO EVALUATE THE BRAINSTORMING DATA. THEN HAVE STUDENTS ANSWER QUESTION 2b) INDIVIDUALLY IN THEIR NOTEBOOK, SELECTING FROM THE VOCABULARY AND IDEAS ON THE BOARD. THEY SHOULD NOT ATTEMPT TO MERELY COPY EVERYTHING THERE.

f) NOW THAT THE PROCESS IS CLEAR, HAVE STUDENTS ANSWER QUESTION 2c) INDIVIDUALLY. REMIND THEM THAT "YOU" REFERS TO BOTH THE STUDENTS AND THE HELPER IN THE STORY; THEY MUST PRETEND TO BE THAT PERSON. REMIND THEM ALSO TO KEEP CHECKING BACK TO QUESTION 2 b) TO MATCH THE FEELINGS. THESE ANSWERS b) AND c) FIT TOGETHER. (IT MAY BE NECESSARY TO DO ONE AS A CLASS, ON THE BOARD, TO DEMONSTRATE THIS. USE A VERY WIDE CHART WITH ENTRIES FROM BOTH b) AND c) TO BE READ ACROSS, NOT DOWN).

g) HAVE STUDENTS BREAK INTO SMALL GROUPS TO SHARE AND DISCUSS THEIR RESPONSES.

4.

a) BEFORE HAVING STUDENTS ANSWER QUESTION 3 OF THE STUDENT NOTEBOOK, CONSIDER CHANGING TO THE THIRD PERSON AND A PROPER NOUN FOR THE MAIN CHARACTER - "HE" OR "SHE". RATHER THAN "I". ALTHOUGH STUDENTS USUALLY WRITE STORIES IN THE FIRST PERSON, THE SHIFT TO THIRD PERSON OBJECTIVITY MAY PERMIT FREER EXPRESSION. THIS IS ESPECIALLY VALUABLE IF SOME HARBOUR A LINGERING SUSPICION THAT ANYONE WHO CONSIDERS HIMSELF A WINNER IN SPITE OF CONTRARY EVIDENCE IS EITHER A POOR SPORT OR STUPID. (REMEMBER THEIR PRE-CONDITIONING.)

b) STUDENTS MAY HAVE DIFFICULTY REMEMBERING A CONTRADICTION OR DILEMMA. REMIND THEM OF THIS SITUATION WHICH MANY MAY HAVE HEARD ABOUT ON T.V.

DURING THE 1988 SUMMER OLYMPIC GAMES IN SEOUL, SOUTH KOREA, A SAILOR FROM CANADA STOPPED TO HELP A SAILOR FROM ANOTHER COUNTRY WHOSE BOAT HAD CAPSIZED. THE CANADIAN SAILOR (WHO WAS IN SECOND PLACE WHEN HE STOPPED) FINISHED THE RACE LAST.

OR CONSIDER DISCUSSING THE FOLLOWING "STORY STARTERS".

i) YOU GO TO THE BINGO WITH YOUR GRANDMOTHER EVERY SATURDAY NIGHT. SHE REALLY LOOKS FORWARD TO THE OUTING. NOW, THE MUSIC GROUP YOU'VE JOINED DECIDES TO PRACTISE ON SATURDAY NIGHT.

ii) YOUR BOYFRIEND IS MAD BECAUSE YOU ONLY PHONE HIM ONCE A WEEK BUT YOU CAN'T AFFORD ANY MORE LONG DISTANCE PHONE CALLS.

iii) YOU MISS YOUR "BEST FRIEND" WHOM YOU STOPPED SEEING BECAUSE SHE'S ALWAYS DRINKING.

iv) YOU WANT YOUR PARTNER TO USE CONDOMS, BUT HE INSISTS ONLY GAYS AND JUNKIES CAN GET A.I.D.S.

NOTE: BECAUSE OF SPACE LIMITATIONS ON PAGE 8, IT MAY BE HELPFUL TO HAVE STUDENTS WRITE THEIR STORIES ON SPARE PAPER AND ADD IT TO THE NOTEBOOK. THE BOX ON PAGE 8 CAN THEN BE USED FOR A TITLE AND ILLUSTRATION FOR THEIR STORY.

APPLICATION

1. STUDENTS MAY ROLE PLAY OR REHEARSE A SHORT PLAY BASED ON THEIR DILEMMA STORIES FOR QUESTION 3 IN THE STUDENT NOTEBOOK. THIS WOULD ENCOURAGE THEM TO APPLY THE LESSON CONCEPT TO EVERYDAY LIFE SITUATIONS.

2. STUDENTS MAY USE ART ACTIVITY TIME TO DRAW OR PAINT A CARTOON ILLUSTRATING THE CONCEPT OF WINNING. "WORD BALLOONS" FOR DIALOGUE OR THOUGHTS SHOULD DEMONSTRATE THE CONCEPT OF THE LESSON.

3. LEAVE A RUBIK'S CUBE ON YOUR DESK FOR A COUPLE OF DAYS. WITHOUT REFERRING TO THE UNIT IN ANY WAY, PERMIT STUDENTS TO USE THE CUBE AT BREAKS, ETC. THEN, AFTER A FEW DAYS, CONDUCT A DISCUSSION ABOUT HOW THE PUZZLE CAN MAKE US FEEL LIKE A WINNER, WHETHER WE DO ONE ROW, ONE SIDE, OR THE WHOLE CUBE. YOU MEASURE YOUR SUCCESS AGAINST WHERE YOU START IN AN ACTIVITY, NOT WHERE YOU END UP. WHEN YOU'VE MASTERED THE CUBE SEVERAL TIMES IT DOESN'T EXCITE YOU OR MAKE YOU FEEL LIKE A WINNER NEARLY AS MUCH AS COMPLETING THE FIRST SIDE DID. RELATE THIS BACK TO THE CONCEPT, "EVEN WHEN IT SEEMS YOU ARE NOT A WINNER (ONLY ONE ROW, ONLY ONE SIDE) YOU MAY STILL BE A WINNER, IF YOU REALLY THINK ABOUT IT."

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND PUT POSITIVE COMMENTS ON THEIR NOTEBOOKS. READ STORIES AND SEE IF THEY ACCURATELY REFLECT LESSON CONCEPTS.

2. REFER TO THE OBJECTIVES TO DETERMINE THE DEGREE OF SUCCESS OF THE LESSON. RECORD YOUR OBSERVATION, USING THE UNIT EVALUATION CHECKLIST ON PAGE 9.

LESSON 4 SOMETIMES WHEN YOU THINK YOU ARE A WINNER, YOU MAY NOT BE

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT SOMETIMES WHEN YOU THINK YOU ARE A WINNER, YOU MAY NOT BE
-BE ABLE TO DECIDE WHEN A PERSON IS OR IS NOT A WINNER IN A GIVEN SITUATION
-BE ABLE TO SUGGEST ALTERNATIVE ACTION IN A GIVEN SITUATION FOR PEOPLE WHOM THEY DEEM NOT TO BE WINNERS IN ORDER THAT THEY CAN BE WINNERS
-DEVELOP A CLEARER UNDERSTANDING OF THEIR OWN ACTIONS AS IT RELATES TO THE CONCEPT OF WINNING
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CONSENSUS BRAGGED PAYING ATTENTION

ENGLISH SENTENCE PATTERNS

IS _____ A WINNER?

NO/YES BECAUSE _____.

WHAT SHOULD _____ DO TO BECOME A WINNER?

_____ SHOULD _____.

RESOURCES

STUDENT NOTEBOOK, LESSON # 4

"TURK'S WAR", A SHORT PLAY IN DOUBLE ACTION PLAY BOOK

"ROB IS AROUND", A SHORT STORY IN SHOPPING AT THE NORTHWOOD MALL

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

NOTE: THIS LESSON IS THE REVERSE OF LESSON THREE AND CAN BE DONE QUITE QUICKLY IF LESSON THREE WAS SUCCESSFUL.

1.

a) READ SITUATION 1 ON PAGE 9 OF THE STUDENT NOTEBOOK. REREAD THE SITUATION SUBSTITUTING THE FACTS FOR INCORRECT ONES. THE STUDENTS LISTEN AND SUPPLY THE CORRECT FACTS.

E.G., TEACHER: MATTHEW WENT HUNTING WITH HIS UNCLE.
STUDENT: MATTHEW WENT HUNTING WITH HIS PARENTS.

b) MODEL THE FOLLOWING SENTENCE PATTERNS AND SUPPLY SILLY ENDINGS, THEN HAVE STUDENTS REPEAT THE SENTENCE PATTERNS SUPPLYING APPROPRIATE ENDINGS.

E.G., TEACHER - IS MATTHEW A WINNER?
TEACHER - NO, BECAUSE HE SHOT A BEAR.
STUDENT - NO, BECAUSE HE BRAGGED TOO MUCH.

TEACHER - WHAT SHOULD MATTHEW DO TO BECOME A WINNER?
TEACHER - MATTHEW SHOULD BUY CIGARETTES FOR EVERYONE.
STUDENTS - MATTHEW SHOULD STOP BRAGGING SO MUCH.

b) HAVE STUDENTS ANSWER QUESTION 1IN THE STUDENT NOTEBOOK.

c) PUT STUDENTS INTO SMALL GROUPS TO DISCUSS THEIR ANSWERS.

2.

a) HAVE THE GROUPS READ SITUATION 2 ON PAGE 9 OF THE STUDENT NOTEBOOK AND ANSWER QUESTION 2 TOGETHER, TRYING TO REACH GROUP CONSENSUS. DO NOT PERMIT VOTING; BE SURE THEY UNDERSTAND WHAT A CONSENSUS IS.

b) HAVE GROUPS STATE THEIR POSITIONS TO CLASS USING THE LESSON'S SENTENCE PATTERNS. CONDUCT FURTHER DISCUSSION IF NECESSARY.

3.

a) LEAD STUDENTS THROUGH QUESTION 3 IN THE STUDENT NOTEBOOK AND DISCUSS AS FULLY AS POSSIBLE.

b) HAVE THE STUDENTS ANSWER THE QUESTION INDIVIDUALLY.

APPLICATION

1. HAVE THE GROUPS MAKE UP A PLAY ABOUT A TIME WHEN THEY THOUGHT THEY WERE A WINNER, BUT REALLY WERE NOT.

2. HAVE STUDENTS READ AND ACT OUT THE SHORT PLAY, "TURK'S WAR", IN THE BOOK, DOUBLE ACTION PLAY BOOK. DISCUSS WHETHER TURK WILL BE A WINNER IF HE CARRIES THROUGH WITH HIS PLAN TO BEAT UP THE CLOWN.

3. HAVE THE STUDENTS READ THE SHORT STORY, "ROB IS AROUND" IN SHOPPING AT THE NORTHWOOD MALL. IN SMALL GROUPS HAVE THE STUDENTS DISCUSS WHY ROB THINKS HE IS A WINNER EVEN WHEN HE IS NOT.

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND OBSERVE THE PROCESS AND THEIR GROUP INTERACTION.

2. REFER TO THE OBJECTIVES, AND BASED ON OBSERVED BEHAVIOUR IN GROUP WORK AND PARTICIPATION IN CLASS DISCUSSION, RECORD YOUR EVALUATIONS ON THE UNIT EVALUATION CHECKLIST ON PAGE 9.

STOP! READ THIS BEFORE CONTINUING!

. THERE IS A NATURAL BREAK BETWEEN LESSONS FOUR AND FIVE.

. LESSONS THREE AND FOUR PROVIDE AN INTERESTING CLIMAX ESPECIALLY IF APPLICATION ACTIVITIES HAVE BEEN IMPLEMENTED.

. BEFORE CONTINUING YOU MAY WANT TO COLLECT NOTEBOOKS AND GO ON TO SOMETHING ELSE FOR A WHILE.

. THIS WOULD ALLEVIATE BOREDOM WITH THE PROJECT.

. THIS WOULD MINIMIZE RESISTANCE IF THE CLASS IS DEVELOPING A "DEVIL'S ADVOCATE" IN DISCUSSION OR, ON THE OTHER HAND, IS MERELY GIVING WHAT THEY THINK YOU WANT TO HEAR.

. THIS WOULD GIVE THE CLASS TIME TO ASSIMILATE THE CONCEPTS, WHILE THE TEACHER OBSERVES AND REINFORCES THE KEY CONCEPTS IN LESSON FOUR.

LESSON 5 FEEL GOOD ABOUT YOURSELF WHEN YOU WIN, BUT CONSIDER THE FEELINGS OF OTHERS

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT THEY SHOULD FEEL GOOD ABOUT THEMSELVES WHEN THEY WIN, BUT SHOULD ALSO CONSIDER THE FEELINGS OF OTHERS
- -BE ABLE TO BRAINSTORM AND EVALUATE ACTIONS THAT THEY SHOULD TAKE WHEN THEY WIN BY CONSIDERING ALTERNATIVES AND WEIGHING CONSEQUENCES
- -DEVELOP RESPECT FOR OTHERS IN RESPONSE TO THEIR OWN SUCCESS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CONSEQUENCE	VALUE	CONSIDER
ACTION	INSTEAD	CONSIDERATE
LIKELY	DIFFERENT	INCONSIDERATE

ENGLISH SENTENCE PATTERNS

HOW COULD YOU ACT WHEN YOU WIN AT SOMETHING?

WHEN YOU WIN AT SOMETHING YOU COULD _____.

WHAT WOULD LIKELY HAPPEN IF YOU _____?

IF YOU _____, THEN (WOULD LIKELY HAPPEN).

RESOURCES

STUDENT NOTEBOOK, LESSON #5

FLASHLIGHT

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) USING QUESTION 1 IN THE STUDENT NOTEBOOK AND THE SUGGESTIONS GIVEN, BRAINSTORM OTHER COURSES OF ACTION WHICH STUDENTS COULD TAKE WHEN THEY WIN AT SOMETHING. LIST THESE ON CHART PAPER OR THE BLACKBOARD. DURING BRAINSTORMING HAVE STUDENTS USE THE SENTENCE PATTERN:

WHEN YOU WIN AT SOMETHING YOU COULD _____.

b) REVIEW THE BRAINSTORMED ANSWERS USING A FLASHLIGHT AND THE FOLLOWING FORMAT:

TEACHER: HOW COULD A PERSON ACT WHEN HE/SHE WINS AT SOMETHING?

THE TEACHER SHINES THE FLASHLIGHT ON ONE OF THE RESPONSES AND READS IT, THEN PASSES THE FLASHLIGHT TO ONE OF THE STUDENTS. THE TEACHER THEN ASKS THE QUESTION AGAIN, THE STUDENT SELECTS A RESPONSE WITH THE FLASHLIGHT AND READS IT. THAT STUDENT THEN PASSES THE FLASHLIGHT TO ANOTHER STUDENT AND ASKS THE QUESTION. CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

c) HAVE THE STUDENTS INDIVIDUALLY ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK REFERRING TO IDEAS BRAINSTORMED IN CD/LE/LP 1a) AS NECESSARY.

2.

a) EXPLAIN THE CONCEPT OF CONSEQUENCES, WITH STRESS ON THE IDEAS OF CAUSE AND EFFECT OR LOGICAL RESULT, AND DISCUSS A FEW EXAMPLES.

b) MODEL TEN PAIRS OF QUESTIONS AND ANSWERS USING ANSWERS BRAINSTORMED IN CD/LE/LP 1a). STUDENTS LISTEN FOR THE TEACHER'S DELIBERATE ERRORS AND CORRECT THEM ORALLY.

E.G., TEACHER - WHAT WOULD LIKELY HAPPEN IF YOU TELL OTHERS YOU WERE LUCKY?
TEACHER - IF YOU TELL OTHERS YOU WERE LUCKY, THEN THEY WOULD LIKELY CALL YOU "LUCKY".
STUDENTS - IF YOU TELL OTHERS YOU WERE LUCKY, THEN THEY WOULD LIKELY THINK YOU'RE NOT VERY GOOD.

c) PUT STUDENTS IN GROUPS OF THREE AND HAVE THEM ANSWER QUESTION 2 a) IN THE STUDENT NOTEBOOK.

d) HAVE STUDENTS DISCUSS THEIR ANSWERS.

e) THEN HAVE THE STUDENTS COMPLETE QUESTION 2b) BY EVALUATING EACH CONSEQUENCE AND PLACING A + OR - IN THE VALUE COLUMN.

f) HAVE STUDENTS COMPLETE QUESTION 2 c) AND REPORT THEIR BEST CHOICES TO THE CLASS, JUSTIFYING THE COURSE OF ACTION CHOSEN AND ELABORATING, IF POSSIBLE, WITH EXAMPLES.

APPLICATION

1. HAVE STUDENTS ANSWER QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

2. BEGIN A PICTURE COLLECTION. HAVE STUDENTS WRITE A CAPTION OR ROLE PLAY A SITUATION THAT DEMONSTRATES CONSIDERATE WINNING BEHAVIOUR. THESE SHOULD BE SHARED WITH THE CLASS. SCRAPBOOKS OR BULLETIN BOARD DISPLAYS ARE RECOMMENDED.

3. DEPENDING ON SEASONAL SPORTS, ASK STUDENTS TO BEGIN WATCHING FOR AND NOTING EXAMPLES OF CONSIDERATE AND INCONSIDERATE WINNING BEHAVIOUR IN THE "REAL" WORLD. THESE WILL BE REPORTED TO THE CLASS AND USED AS A BASIS FOR DISCUSSION AND EVALUATION AS IN QUESTIONS 2 AND 3 IN THE STUDENT NOTEBOOK. IF ENOUGH EXAMPLES ARE COLLECTED, DEVISE A MEANS OF USING BAR GRAPHS OR PICTO GRAPHS TO ANALYZE THE RESULTS. THIS WOULD ENCOURAGE CLASSIFICATION SKILLS AND INTRODUCE A RELATED MATH ACTIVITY.

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND OBSERVE THE PROCESS AND THEIR GROUP INTERACTION.

2. USE THE STUDENTS' INDIVIDUAL ANSWERS TO QUESTION 3 IN THE STUDENT NOTEBOOK, TO SEE IF THE OBJECTIVES HAVE BEEN MET.

3. REFER TO THE OBJECTIVES, AND BASED ON OBSERVED BEHAVIOUR IN GROUP WORK AND PARTICIPATION IN CLASS DISCUSSION, RECORD YOUR EVALUATIONS ON THE UNIT EVALUATION CHECKLIST ON PAGE 9.

LESSON 6 WHEN OTHERS WIN THEY SHOULD CONSIDER YOUR FEELINGS

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT WHEN OTHERS WIN THEY SHOULD CONSIDER YOUR FEELINGS
- -BE ABLE TO BE SENSITIVE TO THEIR OWN FEELINGS WHEN OTHERS WIN
- -BE ABLE TO BE AWARE OF THE PARTICULAR ACTION THEY TAKE TOWARDS OTHERS WHO HAVE WON
- -BE ABLE TO PREDICT THE BEHAVIOUR OF OTHERS IN RESPONSE TO THEIR OWN BEHAVIOUR
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

DESERVE	BRAG	BOAST
TREAT	POSSIBLE CONSEQUENCES	PROBABLY

ENGLISH SENTENCE PATTERNS

WHEN OTHERS ARE WINNERS AND THEY (DO OR SAY SOMETHING), I FEEL _____.

I WOULD _____.

THEY WOULD THEN PROBABLY _____.

RESOURCES

STUDENT NOTEBOOK, LESSON #6

CONCEPT DEVELOPMENT/ LANGUAGE EXPOSURE/LANGUAGE/PRACTICE

1.

a) DRAW A CHART AS SHOWN:

WHEN OTHERS ARE WINNERS AND THEY _____		
I FEEL	I WOULD (SAY OR DO)	THEY WOULD THEN PROBABLY

HAVE STUDENTS REFER TO THE FEELINGS VOCABULARY ON PAGES 15 AND 16.

USE THE FOLLOWING OR YOUR OWN SITUATIONS TO PRACTISE THE SENTENCE PATTERNS AND RECORD STUDENT RESPONSES ON THE CHART.

WHEN OTHERS ARE WINNERS AND THEY
- -TELL ME I PLAYED WELL
- -WALK AWAY WITHOUT SAYING ANYTHING
- -ACT SUPERIOR

b) THEN HAVE STUDENTS WORK IN SMALL GROUPS TO ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK. MAKE SURE THEY ARE FOLLOWING THE ARROWS AND THAT THE SEQUENCE "FLOWS" CONVINCINGLY.

c) RECONVENE THE CLASS AND ASK WHICH ALTERNATIVES ARE BEST. DISCUSS THEM. GIVE STUDENTS TIME TO CHANGE OR ADD TO THEIR ANSWERS IF DESIRED.

2.

a) BEFORE CONTINUING IT MAY BE USEFUL TO HAVE THE CLASS BRAINSTORM A LIST OF GAMES AND SPORTS AND CATEGORIZE THEM ACCORDING TO GAMES OF SKILL AND GAMES OF CHANCE.

E.G., SOLO GAMES OF CHANCE: SOLITAIRE, CARD GAMES, DICE GAMES
SOLO GAMES OF SKILL: COMPUTER GAMES, CHECKERS, CHESS, CROSSWORD PUZZLES, RACING, RACQUET SPORTS

SOLO COMBINATIONS OF CHANCE AND SKILL: RUBIK'S CUBE, MONOPOLY, BACKGAMMON
TEAM COMBINATIONS OF CHANCE AND SKILL: BOARD AND CARD GAMES WITH PARTNERS

TEAM GAMES OF CHANCE: SORRY, WITH PARTNER
TEAM GAMES OF SKILL: BASKETBALL, VOLLEYBALL, HOCKEY

(CONT'D)

2.a) (CONT'D)

THEN DISCUSS WHETHER OR NOT FEELINGS ABOUT LOSING VARY UNDER THE FOLLOWING CIRCUMSTANCES,

a) GAME OF CHANCE VS GAME OF SKILL,
   ie, IT IS EASIER TO ACCCEPT A LOSS IN A GAME OF SKILL
b) SOLO VS PARTNER VS TEAM GAME
c) AN OPPONENT THAT YOU KNOW VS AN OPPONENT THAT YOU DON'T KNOW
d) AN OPPONENT THAT YOU LIKE VS AN OPPONENT THAT YOU DON'T LIKE

COMBINE THE ABOVE. FOR EXAMPLE, IS IT EASIER TO ACCEPT A SOLO LOSS OF A GAME OF CHANCE PLAYED WITH A GOOD FRIEND?

THE POINT IS TO DEMONSTRATE THAT IT MAY BE EASIER TO ACCEPT LOSSES UNDER SOME CIRCUMSTANCES. BUT IF EVERYONE DEMONSTRATED CONSIDERATE WINNING BEHAVIOUR ALL PARTICIPANTS SHOULD FEEL GOOD NO MATTER WHAT THE CIRCUMSTANCES.

b) HAVE THE CLASS BRAINSTORM CONSEQUENCES IN RESPONSE TO QUESTION 2 a) IN THE STUDENT NOTEBOOK. RECORD EVERYTHING. THEN THE CLASS SHOULD EVALUATE THE DATA AND RECORD THEIR BEST CHOICES ONLY IN THEIR NOTEBOOKS.

c) HAVE EACH STUDENT ANSWER QUESTION 2 b) INDIVIDUALLY.

APPLICATION

1. THE FOLLOWING APPLICATION ACTIVITIES, PAGES 6-45 TO 6-52, CAN BE USED IN A VARIETY OF WAYS:
   -AS STARTING POINTS FOR JOURNAL WRITING, DISCUSSION CIRCLES, OR BRIEF SKITS
   -AS FILLERS FOR THOSE BRIEF TIMES THAT ARE TOO SHORT FOR A DEVELOPED LESSON BUT TOO LONG TO WASTE
   -AS PROBLEM SOLVING STRATEGIES, EITHER SELECTED BY THE STUDENT, OR PRESENTED BY THE TEACHER TO A TROUBLED INDIVIDUAL OR THE CLASS WHENEVER RELEVANT PROBLEMS ARISE

   IT IS NOT SUGGESTED THAT THEY ARE OF EQUAL QUALITY OR VALUE OR THAT THEY ARE IN ANY DEVELOPMENTAL SEQUENCE.

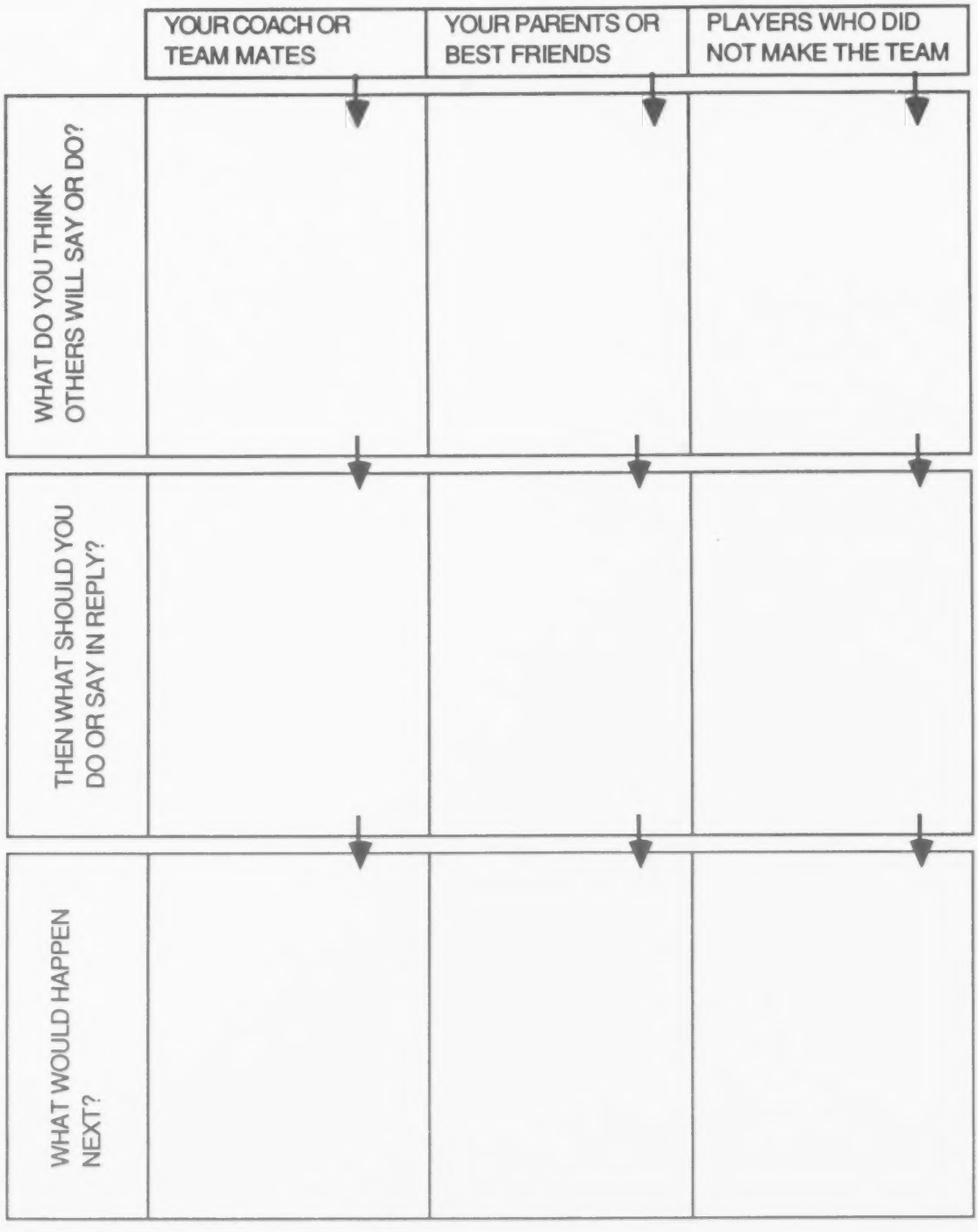
   THESE MAY BE PRESENTED ON DITTOS MADE FROM A THERMOFAX COPY OF THESE SHEETS.

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND OBSERVE THE PROCESS AND THEIR GROUP INTERACTION.

2. REFER TO THE OBJECTIVES, AND BASED ON OBSERVED BEHAVIOUR IN GROUP WORK AND PARTICIPATION IN CLASS DISCUSSION, RECORD YOUR EVALUATIONS ON THE UNIT EVALUATION CHECKLIST ON PAGE 9.

1. YOU'VE JUST MADE THE ARCTIC WINTER GAMES TEAM!


YOUR COACH OR TEAM MATES
YOUR PARENTS OR BEST FRIENDS
PLAYERS WHO DID NOT MAKE THE TEAM
WHAT DO YOU THINK OTHERS WILL SAY OR DO?
THEN WHAT SHOULD YOU DO OR SAY IN REPLY?
WHAT WOULD HAPPEN NEXT?

2. SOMEONE HAS BEEN THREATENING YOU!

WRITE A SHORT STORY ABOUT WHO IS THREATENING YOU AND WHY.

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

3. SOMEONE YOU WANT TO GET TO KNOW IS IGNORING YOU.

DESCRIBE YOUR FEELINGS ABOUT THIS.
DESCRIBE HOW YOU WOULD PREFER TO FEEL.

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

4. YOU WANT SOMEONE TO LEAVE YOU ALONE.

DESCRIBE WHAT IS BOTHERING YOU.
WHY DO YOU THINK THIS IS HAPPENING?

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

5. YOU HAVE BEEN EMBARRASSED.

DESCRIBE WHAT HAPPENED TO EMBARRASS YOU.
DESCRIBE YOUR FEELINGS ABOUT THIS.

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

6. EVEN THOUGH YOU HAVE BEEN LISTENING, YOU DON'T UNDERSTAND HOW TO DO YOUR WORK.

DESCRIBE WHAT YOU ARE TRYING TO DO.
DESCRIBE WHY YOU ARE STUCK.

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

7. YOU'VE BEEN FEELING REALLY DOWN LATELY AAND CAN'T SEEM TO SNAP OUT OF IT.

DESCRIBE HOW YOU ACT WHEN YOU FEEL DOWN.
DESCRIBE HOW YOU FEEL WHEN YOU FEEL DOWN.
WHAT'S CAUSING YOU TO FEEL THIS WAY?

THINGS YOU CAN DO ABOUT THIS	CONSEQUENCES	VALUE (+ OR -)

8. YOU WOULD REALLY LIKE TO TRY OUT FOR THE SPORTS TEAM, APPLY FOR A JOB (OR WHATEVER YOU LIKE) BUT YOU THINK IT'S NO USE BECAUSE OTHERS ARE BETTER THAN YOU ARE.

WHY DO YOU THINK SOME OF THE OTHERS ARE BETTER?

IF YOU REALLY WANT TO TRY OUT, WHAT CAN YOU DO?

IF YOU'RE NOT CHOSEN, HOW WOULD YOU FEEL ABOUT YOURSELF?

WHAT CAN YOU DO TO IMPROVE YOUR CHANCES OF BEING CHOSEN NEXT TIME?

LESSON 7 SHARING YOUR WINNING WITH OTHERS MAKES YOU A BIGGER WINNER

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT SHARING YOUR WINNING WITH OTHERS MAKES YOU A BIGGER WINNER
-BE ABLE TO EVALUATE DECISIONS THAT ANOTHER HAS MADE CONCERNING BEING A WINNER
-DEVELOP AN AFFECTION FOR OTHERS AND A NEED TO SHARE POSITIVE FEELINGS
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

DECISION REASONS

ENGLISH SENTENCE PATTERNS

DID MARLENE'S DECISION MAKE HER A WINNER?

YES/NO, BECAUSE _____.

WHAT OTHER DECISION COULD MARLENE HAVE MADE?

MARLENE COULD HAVE _____.

RESOURCES

- STUDENT NOTEBOOK, LESSON #7

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) READ THE STORY ABOUT MARLENE ON PAGE 15 OF THE STUDENT NOTEBOOK.

b) REVIEW DETAILS OF THE STORY BY WRITING THE FOLLOWING SENTENCE ENDINGS ON THE BOARD:

1 SHE STAYED AFTER WORK EXPERIENCE.
2 SHE ASKED HER TEACHER FOR ADVICE.
3 THE CAFE WAS VERY BUSY.
4 SHE WORKED HARDER THAN ANYONE ELSE.
5 SHE WOULD TAKE HER FRIENDS FOR LUNCH.

READ THE FOLLOWING SENTENCE BEGINNINGS. STUDENTS HAVE TO WRITE THE NUMBER OF THE SENTENCE ENDING WHICH CORRECTLY COMPLETES EACH BEGINNING. (THERE IS ONE EXTRA ENDING.)

	ANSWERS
MARLENE WORKED EXTRA HOURS BECAUSE	3
MARLENE'S BOSS GAVE HER 5 LUNCH VOUCHERS BECAUSE	1
MARLENE WASN'T SURE WHAT TO DO SO	2
FINALLY MARLENE DECIDED THAT	5

c) HAVE STUDENTS ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK.

d) DIVIDE STUDENTS INTO THREE GROUPS AND DISCUSS:
QUESTION: DID MARLENE'S DECISION MAKE HER A WINNER?
ANSWER: YES/NO BECAUSE _____.

e) HAVE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK IN THEIR GROUPS.

2.

a) ASSIGN EACH GROUP ONE OF THE SITUATIONS IN QUESTION THREE. EACH GROUP SHOULD BRAINSTORM AND RECORD POSSIBLE ANSWERS FOR THEIR SITUATION.

b) AFTER EACH GROUP SHARES AND DISPLAYS ITS ANSWERS, HAVE EACH STUDENT COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

3.

a) BRAINSTORM AND RECORD OTHER DECISIONS THAT MARLENE COULD HAVE MADE USING A CHAIN DRILL AS FOLLOWS:

TEACHER - WHAT OTHER DECISION COULD MARLENE HAVE MADE?
FIRST STUDENT - MARLENE COULD HAVE _____.

FIRST STUDENT - WHAT OTHER DECISION COULD MARLENE HAVE MADE?
SECOND STUDENT- MARLENE COULD HAVE _____.

SECOND STUDENT -WHAT OTHER DECISION COULD MARLENE HAVE MADE?
THIRD STUDENT- MARLENE COULD HAVE _____.

b) PUT OR RETAIN STUDENTS IN GROUPS TO EVALUATE IDEAS GENERATED IN CE/LE/LP 3a) AND ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3. (CONT'D)

c) HAVE CLASS BRAINSTORM WAYS IN WHICH SHARING THEIR WINNINGS WITH OTHERS HAS OR CAN MAKE THEM BIGGER WINNERS.

APPLICATION

1. EITHER INDIVIDUALLY OR IN GROUPS HAVE STUDENTS WRITE A STORY ABOUT "WHEN I WON THE LOTTERY". (IF THERE ARE MORAL OBJECTIONS TO LOTTERIES, CHANGE THIS TO AN INHERITANCE.) THIS STORY SHOULD DEMONSTRATE THE HAPPY OUTCOME, NOT MERELY OF WINNING, BUT OF SHARING THAT WINNING; THEREFORE, DISCOURAGE THE SHOPPING LIST APPROACH. THE ASSIGNMENT WILL TEST THIS UNIT, CHALLENGE IMAGINATIVE CREATIVITY, AND PROVIDE UNIQUE INSIGHT INTO THE STUDENT'S EXPERIENCES. RESULTS MAY BE READ ALOUD, POSTED, MADE INTO A CLASS ANTHOLOGY AND BOUND, OR MADE INTO ILLUSTRATED PICTURE BOOKS AND BOUND.

NOTE: NO STUDENT SHOULD BE FORCED TO MAKE HIS/HER STORY PUBLIC IF RELUCTANT.

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2. STUDENTS CAN ALSO SHARE THEIR WINNING BY SHARING THEIR NEW UNDERSTANDING WITH THE REST OF THE SCHOOL IN THESE TWO ART ACTIVITIES:

   a) "HANDS ON". HAVE STUDENTS WORK WITH PARTNERS. USING MANILLA PAPER AND MARKERS, HAVE STUDENTS TRACE EACH OTHER'S RIGHT AND LEFT HANDS FLAT ON THE PAPER. INSIDE ONE HAND WRITE WORDS THAT DESCRIBE YOURSELF. INSIDE THE OTHER HAND, WRITE WORDS THAT DESCRIBE YOUR HOME OR FAMILY. ALL AROUND THE HANDS WRITE WAYS YOU ARE A WINNER. PUT YOUR NAME ONLY ON THE BACK. POST THESE AS A FRIEZE AND OTHER CLASSMATES CAN HAVE FUN GUESSING THE IDENTITIES OF THE WINNERS.

   b) "WINNING". IF THERE IS A VERY LARGE DISPLAY AREA AVAILABLE, MAKE A GIGANTIC POSTER. USE MURAL PAPER, CHART PAPER OR FULL SIZE NEWSPRINT. DIVIDE THE CLASS INTO SEVEN GROUPS, EACH GROUP FOR ONE LETTER IN "WINNING". USE THE TITLE PAGE FROM THE NOTEBOOK TO PREPARE A TRANSPARENCY. THE STUDENTS CAN USE THE OVERHEAD PROJECTOR TO DETERMINE THE EXACT SHAPE AND SIZE OF THEIR POSTER LETTER SHAPES. TRACE AS NEEDED. INSIDE THE HUGE LETTER SHAPE THEY CAN GLUE OR DRAW PICTURES OF WINNING SITUATIONS (NOT JUST SPORTS AND GAMES.) IN THE BLANK SPACE AROUND THE LETTERS THEY CAN WRITE APPROPRIATE WORDS FROM THE FEELINGS VOCABULARY. IF LETTER SHAPES ARE BOLDLY OUTLINED AND FILLED WITH PICTURES THIS WILL SHOW UP WELL. TAKE SOME PHOTOGRAPHS OF YOUR WINNERS, EITHER HOLDING UP THEIR LETTERS IN GROUPS, OR POSED WITH THE MURAL. INVITE PARENTS, FRIENDS, THE L.E.A., ETC. TO COME AND SEE THE RECORD BREAKING POSTER. POST THE PHOTOS.

3. TAKE ON A CHARITABLE PROJECT, AS INDIVIDUALS, CLASS, OR SCHOOL. PROJECT IDEAS WILL VARY ACCORDING TO SEASON, RESOURCES, AND PERCEIVED NEEDS.

   -BRAINSTORM FOR IDEAS. REMIND THE CLASS THAT THEY ARE NOT JUST SHARING MONEY OR THINGS; TIME, ENERGY, AND GOOD WILL ARE SHARED ALSO.

   -THE PROJECT'S SUCCESS CAN BE REPORTED IN A CLASS NEWSPAPER (CALLED WINNING, OF COURSE) OR IN A RADIO NEWS PROGRAM (TAPED) DEPENDING ON THE AVAILABILITY OF VTR EQUIPMENT. COLLECT AND POST THANK YOU NOTES IF AVAILABLE.

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APPLICATION (CONT'D)

4. BEGIN AN ENRICHMENT RESEARCH PROJECT IN WHICH STUDENTS CAN PREPARE AND PRESENT - EITHER IN A SPEECH OR AS A POSTER DISPLAY - RESEARCH BASED ON A WIDE VARIETY OF TOPICS RELEVANT TO THIS LESSON. THEY MIGHT FOCUS ON:

   -PEOPLE WHO OVERCAME DISABILITIES TO BECOME GREAT AND GIVE INSPIRATION TO OTHERS, SUCH AS HELEN KELLER, TERRY FOX, STEVIE WONDER, RICK HANSEN, ETC.

   -PEOPLE WHO USED THEIR WEALTH, INFLUENCE OR TALENTS TO IMPROVE THE LIVING OF OTHERS, SUCH AS JERRY LEWIS, JANE FONDA, FLORENCE NIGHTINGALE, ALEXANDER GRAHAM BELL, MOTHER THERESA, BUFFY SAINT MARIE, ETC.

   -ORGANIZATIONS DEDICATED TO HELPING OTHERS, SUCH AS UNICEF, THE MENNONITE RELIEF ORGANIZATION, BOY SCOUTS AND GIRL GUIDES, YMCA, C.N.I.B., ETC.

   -IDEAS AND TECHNIQUES THAT PERMIT ONE PERSON TO HELP ANOTHER IN NEED, SUCH AS BLOOD TRANSFUSIONS, ORGAN TRANSPLANTS, BRAILLE, SEEING EYE DOGS, SIGN LANGUAGE, ETC.

   -PHILANTHROPISTS AND SERVICE CLUBS SUCH AS ROTARY, LIONS, ELKS, SHRINERS, ETC.

   -ORDINARY PEOPLE HELPING OTHERS AS IN COACHING, OR VOLUNTEERING IN COMMUNITY PROJECTS, ETC.

   -PEOPLE WHO HAVE BEEN CHOSEN "MAN OR WOMAN OF THE YEAR" IN THE CITY AND/OR SCHOOL AND THE REASON FOR BEING CHOSEN.

   -PEOPLE WHO HAVE RECEIVED THE "ORDER OF CANADA" - SHARON AND SHIRLEY FIRTH, ABE OKPIK, ETC.

5. ENCOURAGE STUDENTS TO THANK EACH OTHER USING THE FOLLOWING ACTIVITIES:

   a) PREPARE A THERMOFAX DITTO OF THE HAPPY FACE ON PAGE 58. STUDENTS MAY REQUEST ONE WHENEVER THEY WANT TO WRITE A THANK YOU NOTE FOR A SHARED WINNING EXPERIENCE. THE NOTE AND SIGNATURE CAN GO ON THE BACK OR ON THE "FUR TRIM". DON'T ALLOW STUDENTS TO TAKE THEM RANDOMLY OR TO ASK FOR ONE FOR THEMSELVES. THE TEACHER MAY ALSO HAND THEM OUT (EITHER TO GET THE BALL ROLLING OR TO GIVE TO STUDENTS WHO OTHERWISE MIGHT NOT GET ANY.)

   b) SET ASIDE A BULLETIN BOARD FOR STUDENTS TO POST THEIR OBSERVATIONS OF SHARED WINNING SITUATIONS. BORDER IT WITH HAPPY FACES AND TITLE IT "WINNING".

   c) MAKE A MOBILE OF CLASS WINNERS BY HAVING EACH STUDENT CUT OUT ONE OF THE HAPPY FACES ON PAGE 58 AND PASTING A PICTURE OF HIM/HERSELF ON THE BACK.

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND OBSERVE THE PROCESS AND THEIR GROUP INTERACTION.

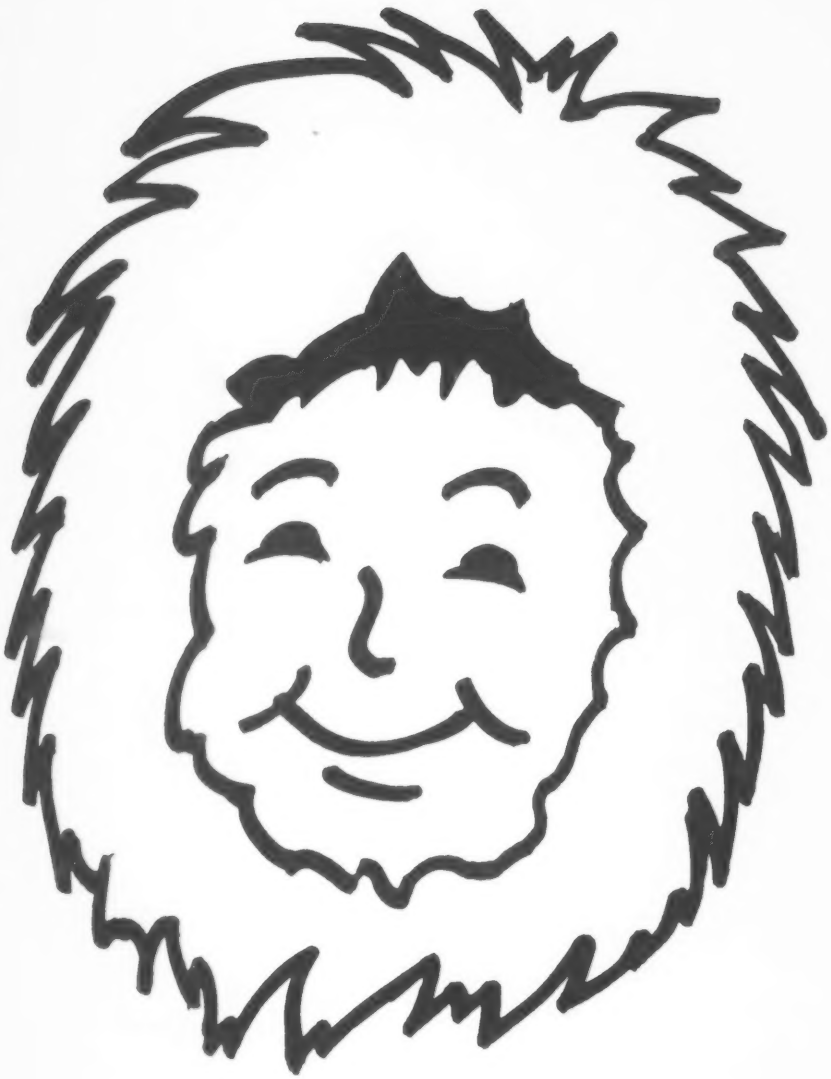
2. HAVE STUDENTS WRITE RESPONSES TO THE FOLLOWING SITUATIONS. COLLECT AND READ THEM IN ORDER TO EVALUATE THE KEY CONCEPT.

   THE SENTENCE PATTERN SHOULD BE
   "_____ IS A WINNER BECAUSE _____."

   REMIND STUDENTS THAT THE WINNER CAN BE ONE PERSON, BOTH PERSONS OR NO-ONE, AND THAT THE REASON IS REALLY THE MOST IMPORTANT PART OF THE ANSWER. (IF THE ASSIGNMENT IS ADMINISTERED ORALLY, THIS WOULD GIVE EXCELLENT PRACTICE IN LISTENING SKILLS. GO SLOWLY AND REPEAT AS NEEDED. (NAMES MAY BE PUT ON THE BOARD FOR SPELLING.)

   -MARK HELPS KAREN WITH SOME CHORES.
   -PHILIP WON A SKIDOO AND LET HIS FRIENDS RIDE IT.
   -MRS. SIMPSON BOUGHT MUFFINS ON SALE AND SHARED THEM WITH PEOPLE AT WORK.
   -COACH LARRY SPENT MANY HOURS HELPING STEVEN WITH HIS VOLLEYBALL SERVE. LAST NIGHT, STEVEN SERVED THE WHOLE GAME.
   -THE MACKENZIES WON $500.00 IN THE BINGO AND SENT IT TO A FAMILY OUT AT CAMP WHOSE HOUSE HAD BURNED DOWN.

3. REFER TO THE OBJECTIVES, AND BASED ON OBSERVED BEHAVIOUR IN GROUP WORK AND PARTICIPATION IN CLASS DISCUSSION, RECORD YOUR EVALUATIONS ON THE UNIT EVALUATION CHECKLIST ON PAGE 9.



LESSON 8 EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT EVERYONE CAN DO THINGS TO BECOME MORE OF A WINNER
- -BE ABLE TO MOVE THROUGH A PROBLEM SOLVING PROCESS IN ORDER TO DETERMINE HOW A CHARACTER IN A STORY COULD BECOME A WINNER
- -DEVELOP A SENSE OF RESPONSIBILITY FOR TRYING TO BECOME A WINNER
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

*CHECK THE STORIES IN THIS LESSON FOR VOCABULARY THAT WILL BE NEW FOR YOUR STUDENTS

TREMENDOUSLY	DETERMINED BEHAVIOUR	ALTERNATIVE
SOLVE	CONSEQUENCES	REALISTIC
ATTITUDE	COMPROMISE	

FEELINGS VOCABULARY, PAGES 14 AND 15

ENGLISH SENTENCE PATTERNS

WHAT CAN _____ DO ABOUT _____?

S/HE CAN _____.

WHAT DO YOU REMEMBER ABOUT WINNING?

I REMEMBER _____.

RESOURCES

STUDENT NOTEBOOK, LESSON # 8

"I AM AROUND", IN SHOPPING AT THE NORTHWOOD MALL

"HELP! I NEED SOMEBODY", "ARE ALL THE FACTS IMPORTANT?", "NO, I'M DAN", "MARIA'S DATE", IN DOUBLE ACTION PLAY BOOK

POST TESTS FOR EACH STUDENT, PAGE 21 AND 22 IN THE TEACHER'S GUIDE

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

NOTE: EACH OF THE FIRST FOUR PARTS OF THIS LESSON EMPHASIZES A SLIGHTLY DIFFERENT APPROACH FOR ACCOMPLISHING THE KEY IDEA OF THE LESSON. BASED ON STUDENTS' NEEDS AND AVAILABLE TIME, YOU MAY OR MAY NOT WISH TO DO ALL FOUR PARTS. HOWEVER, ENSURE THAT ALL STUDENTS DO PART V.

PART I

1.

a) THE WORK ON THE PICTURE STORY STARTERS ON PAGE 17 OF THE STUDENT NOTEBOOK USES GROUP DISCUSSION TO GENERATE AND THEN ANALYZE COOPERATIVE STORIES ABOUT SCHOOL PROBLEMS. DIVIDE THE CLASS INTO SMALL GROUPS.

b) COUNT OFF THE LETTERS A, B, C, D, AND E FOR EACH PERSON AROUND THE CLASS. STUDENTS FORM GROUPS ACCORDING TO THEIR LETTER. EACH GROUP HAS THREE MINUTES TO FIGURE OUT A WINNING STORY FOR THEIR PICTURE. IT MUST INCLUDE A PROBLEM AND ALSO A WAY IN WHICH A WINNING ATTITUDE AND WINNING BEHAVIOUR SOLVED THE PROBLEM. STUDENTS WILL THEN SHARE AND DISCUSS THEIR STORIES WITHIN THEIR GROUPS AND ONE OR TWO STORIES FROM EACH GROUP MAY BE SHARED AND DISCUSSED WITH THE CLASS.

FOR THE STORY MAKING AND DISCUSSION IT MAY BE HELPFUL TO PUT ON THE BOARD:
-WHAT IS THE PROBLEM?
-HOW IS THE PROBLEM SOLVED?
-HOW DOES THIS SHOW THE VALUE OF A GOOD WINNING ATTITUDE AND BEHAVIOUR?

PART II

2.

a) THE WORK ON THE SHORT STORY "KAREN" ON PAGE 18 OF THE STUDENT NOTEBOOK ASKS STUDENTS TO ANALYZE A COMPLEX, EVEN OVERWHELMING SITUATION TO DISCOVER THEIR PERSONAL AREA OF RESPONSIBILITY AND FOCUS FOR IMPROVEMENT. THIS WILL CHANGE A HOPELESS, LOSING ATTITUDE INTO A MORE OPTIMISTIC, WINNING APPROACH BY DIVIDING THE PROBLEM INTO MANAGEABLE PARTS WHERE PROGRESS CAN BE SEEN. THIS IS OFTEN NECESSARY TO HALT AND TURN AROUND A DOWNWARD CYCLE OF DESPAIR.

READ THE STORY WITH THE CLASS. CLOSE THE NOTEBOOKS, MAKE A SERIES OF STATEMENTS ABOUT THE STORY TO TEST COMPREHENSION. USE THE SENTENCE PATTERN:
ONE OF THE FACTS IN THIS STORY IS THAT _____.

STUDENTS SIGNAL THUMBS UP IF A STATEMENT IS TRUE, OR THUMBS DOWN IF A STATEMENT IS FALSE. DISCUSS AS NECESSARY.

b) HAVE THE STUDENTS REREAD THE STORY.

c) HAVE STUDENTS ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK. DISCUSS.

d) DO QUESTIONS 2 AND 3 a) IN THE STUDENT NOTEBOOK, TOGETHER ON THE BOARD. DISCUSS.

NOTE: IT IS IMPORTANT FOR STUDENTS TO REALIZE THAT THEY CAN ONLY MAKE DECISIONS ABOUT AND CHANGE THEIR OWN BEHAVIOUR. THEY CANNOT CHANGE THE BEHAVIOUR OF OTHERS. THE STORY OF KAREN IS A GOOD EXAMPLE OF THIS. KAREN CANNOT DEAL WITH HER FATHER'S PROBLEMS OR CHANGE HIS BEHAVIOUR. SHE CAN ONLY MAKE DECISIONS ABOUT HER OWN BEHAVIOUR, IN LIGHT OF HER FATHER'S.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

PART II (CONT'D)

2. (CONT'D)

e) CONDUCT A CHAIN DRILL FOR EACH REASON IDENTIFIED IN QUESTION 3 a IN THE STUDENT NOTEBOOK.

E.G., TEACHER: WHAT CAN KAREN DO ABOUT HER FATHER'S DRINKING?
STUDENT: SHE CAN'T DO ANYTHING.

FIRST STUDENT: WHAT CAN KAREN DO ABOUT THE FACT THAT HER FATHER LOST HIS JOB?
SECOND STUDENT: SHE CAN'T DO ANYTHING.

CONTINUE USING A CHAIN DRILL TO PREPARE STUDENTS FOR QUESTION 4 IN THE STUDENT NOTEBOOK.

E.G., TEACHER: WHAT CAN KAREN DO ABOUT HER PROBLEM?
FIRST STUDENT: SHE CAN TALK TO SOMEONE SHE TRUSTS.

FIRST STUDENT: WHAT CAN KAREN DO ABOUT HER PROBLEM?
SECOND STUDENT: SHE CAN MOVE IN TO HER AUNT'S HOUSE.

f) HAVE STUDENTS BREAK INTO SMALL DISCUSSION GROUPS TO ANSWER QUESTION 3 b), AND QUESTION 4 IN THE STUDENT NOTEBOOK. THESE GROUPS SHOULD THEN REPORT THEIR FINDINGS TO THE CLASS FOR DISCUSSION.

g) LEAD A CLASS DISCUSSION ON QUESTION 5 IN THE STUDENT NOTEBOOK. HAVE THE STUDENTS IN SMALL GROUPS ANSWER THE QUESTION IN THEIR NOTEBOOK.

h) FOR QUESTION 6 IN THE STUDENT NOTEBOOK, THE STORY CONCLUSION MAY BE AN INDIVIDUAL OR GROUP EFFORT.

PART III

3.

a) THE WORK ON THE SHORT STORY "AARON" ON PAGE 24 OF THE STUDENT NOTEBOOK ASKS STUDENTS TO RECOGNIZE THAT ANGER, FRUSTRATION AND STUBBORN BEHAVIOUR CREATE A NO-WIN SITUATION AND MUST BE CONTROLLED, THAT STUDENTS AND GROWN UPS ALIKE ARE SOMETIMES FORCED INTO SITUATIONS BEYOND THEIR CONTROL, AND THAT COMPROMISE IS A NECESSARY TOOL FOR FINDING A "WINNING" SOLUTION IN SUCH CIRCUMSTANCES.

RECORD THE STORY ON TAPE AND HAVE STUDENTS LISTEN TO IT. FOLLOWING THE STORY RECORD 8 -10 STATEMENTS USING THE SENTENCE PATTERN:
ONE OF THE FACTS IN THIS STORY IS _____.

STUDENTS DECIDE IF EACH IS TRUE OR FALSE. THEN HAVE STUDENTS READ THIS STORY IN THEIR NOTEBOOKS.

b) HAVE STUDENTS ANSWER QUESTION 1 IN THE STUDENT NOTEBOOK. DISCUSS.

c) LEAD A CLASS DISCUSSION CONCERNING THE REASONS FOR AARON FEELING SO ANGRY. HAVE STUDENTS RECORD THE REASONS IN QUESTION 2 a) IN THEIR NOTEBOOKS.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

PART III (CONT'D)
3. (CONT'D)

d) SELECT AN APPROPRIATE STUDENT TO SIMULATE BECOMING ANGRY WHILE THE REMAINDER OF THE CLASS NOTES APPARENT CHANGES. DISCUSS THE CHART ON PAGE 26 OF THE STUDENT NOTEBOOK. ALTERNATIVELY, TAPE A PORTION OF A T.V. PROGRAM SHOWING SOMEONE BECOMING ANGRY.

e) HAVE STUDENTS THINK OF A TIME WHEN THEY WERE ANGRY. HAVE THEM GO INTO GROUPS OF TWO OR THREE AND PRACTISE EXPRESSING THEIR ANGER USING THE STEPS GIVEN IN THE CHART.

f) LEAD A CLASS DISCUSSION ON QUESTION 3 IN THE STUDENT NOTEBOOK.

g) EXPLAIN "COMPROMISE" USING RELEVANT CLASSROOM, WORK EXPERIENCE, FRIEND OR FAMILY EXAMPLES. USE AN "I WIN- YOU WIN - WE BOTH WIN, BUT NOBODY WINS COMPLETELY" APPROACH.

h) HAVE STUDENTS BREAK INTO SMALL GROUPS TO ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK. HAVE THE SECRETARY FOR EACH GROUP RECORD ANSWERS IN HIS/HER NOTEBOOK. THE GROUPS SHOULD THEN REPORT THEIR FINDINGS TO THE CLASS FOR DISCUSSION.

NOTE: THE CLASS WILL PROBABLY UNDERSTAND AARON'S FEELINGS OF ANGER, HELPLESSNESS, AND REVENGE. TAKE THEM PAST THIS TO SEE WHAT ACTIONS AARON CAN TAKE TO GET RID OF HIS ANGER, FORGIVE HIS FATHER AND START DOING THINGS FOR HIMSELF.

PART IV

4.
a) READ THE STORY "JANE", ON PAGE 29 OF THE STUDENT NOTEBOOK TO THE CLASS.

b) RETELL THE STORY SUBSTITUTING THE FACTS FOR SILLY OR INAPPROPRIATE FACTS. HAVE THE STUDENTS LISTEN AND ORALLY SUPPLY THE CORRECT FACTS.

c) HAVE STUDENTS READ THE STORY IN THEIR NOTEBOOKS. ANSWER QUESTION 1 TOGETHER RECORDING STUDENT RESPONSES ON THE BOARD. STUDENTS WILL LEARN TO SEE THE GOOD IN EVERYONE AND WILL BE ABLE TO CRITICIZE AND SUPPORT EACH OF THE CHARACTERS MORE FREELY IN DISCUSSION.

d) READ QUESTION 2 IN THE STUDENT NOTEBOOK. STUDENTS ARE ASKED TO REPORT ON A SITUATION FROM PERSONAL EXPERIENCE, SUCH AS:
   -GIRLS BEING EXCLUDED FROM BOYS TEAMS
   -PARENTS PREVENTING FRIENDSHIPS BECAUSE OF THE FRIEND'S RACE, ECONOMIC STATUS, ETC.
   -SOMEONE GIVING UP WITHOUT TRYING SO THEY WON'T FACE THE POSSIBILITY OF FAILURE.

e) WORK WITH INDIVIDUALS OR GROUPS TO DETERMINE SUITABLE SITUATIONS TO REPORT. HAVE STUDENTS WORK THROUGH QUESTION 2 IN THE STUDENT NOTEBOOK.

f) HAVE STUDENTS/GROUPS SHARE ANSWERS ENSURING THAT EVERYONE HAS THE RIGHT TO "PASS".

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

PART V. PAGE 33, STUDENT NOTEBOOK

5.

a) THIS IS INTENDED TO ENCOURAGE A PERSONAL REVIEW OF THE WHOLE UNIT. TO STIMULATE STUDENT RESPONSES BRAINSTORM IDEAS USING THE SENTENCE PATTERN:
ONE THING TO REMEMBER ABOUT WINNING _____.

RECORD RESPONSES ON THE BOARD.

b) CONDUCT A CHAIN DRILL WHERE THE TEACHER ASKS (USING THE FOLLOWING SENTENCE PATTERN) THE QUESTION AND GIVES AN ANSWER WITH AN APPROPRIATE ENDING. THE FIRST STUDENT MUST REPEAT THE TEACHER'S ANSWER AND ADD ANOTHER APPROPRIATE ENDING. CONTINUE IN THIS MANNER UNTIL ALL STUDENTS HAVE ADDED AN ITEM TO THE SITUATION. RECORD ALL THE SUGGESTIONS. ALL STUDENTS LISTEN AND SUPPLY CORRECT ENDINGS TO INCORRECT ONES.

E.G., TEACHER - WHAT DO YOU REMEMBER ABOUT WINNING?
FIRST STUDENT - I REMEMBER _____.

FIRST STUDENT - WHAT DO YOU REMEMBER ABOUT WINNING?
SECOND STUDENT - I REMEMBER _____ AND _____.

c) HAVE THE STUDENTS COMPLETE PART V, FILLING IN ALL THE THINGS THAT THEY FEEL ARE IMPORTANT TO REMEMBER ABOUT WINNING. USE THE RECORD OF ALL THE SUGGESTIONS DISCUSSED IN CD/LE/LP #5 a) AS A REMINDER.

APPLICATION

1. CONSIDER AGAIN THE APPLICATION ACTIVITIES LISTED FOR EARLIER LESSONS, BUT PERHAPS NOT USED. IT WOULD BE WORTHWHILE TO GO BACK THROUGH THE LESSONS AND REREAD THE SUGGESTIONS WHICH YOU DID NOT PICK AT THE TIME. IMPLEMENTATION OF APPLICATION ACTIVITIES IS VERY FLEXIBLE.

2. BECAUSE SO MUCH LITERATURE DEALS WITH PSYCHOLOGICAL AND /OR SOCIAL CONFLICT, AND ITS RESOLUTION, THE WINNING UNIT CAN BE RICHLY ILLUSTRATED FROM STUDENTS' LITERATURE. THESE CAN BE ENJOYED AS LITERATURE, USED TO REINFORCE READING AND COMMUNICATION SKILLS GENERALLY, AND ANALYZED AS CASE HISTORIES FOR THE WINNING THEME.

STORIES CAN BE PRESENTED IN MANY WAYS:
-SHARE BY READING ALOUD TO THIS OR A YOUNGER CLASS
-DRAMATIZE WITH SKITS OR PUPPETS, OR TAPE A RADIO SHOW WITH SOUND EFFECTS
-MAKE A CLASS ANTHOLOGY
-MAKE INDIVIDUAL STORY BOOKS

APPLICATION (CONT'D)

3. T.V. PROGRAMS SUCH AS DEGRASSI JUNIOR HIGH CAN ALSO BE USED TO ENRICH THE WINNING UNIT.

4. READ THE SHORT STORY; "I AM AROUND" IN SHOPPING AT THE NORTHWOOD MALL. DISCUSS MIKE'S MISTAKE AND HOW HE CAN BECOME A WINNER.

5. THERE ARE SEVERAL GOOD SHORT PLAYS IN DOUBLE ACTION PLAY BOOK. HAVE SMALL GROUPS OF STUDENTS CHOOSE ONE, DISCUSS HOW IT APPLIES TO "WINNING" AND ACT IT OUT FOR THE REST OF THE CLASS. THEN HAVE A GENERAL DISCUSSION FOR ALL THE CLASS.

6. HAVE A CONFIDENTIAL QUESTION BOX ON YOUR DESK. ENCOURAGE STUDENTS TO WRITE AND SUBMIT ANONYMOUS QUESTIONS ABOUT SITUATIONS WHICH ARE ON THEIR MIND.

   PERIODICALLY READ QUESTIONS TO THE CLASS AND ALLOW STUDENTS TO SUGGEST WAYS THAT THE PERSON/PEOPLE DESCRIBED CAN BECOME WINNERS IN THEIR SITUATIONS.

   IT IS IMPORTANT TO BE HONEST WITH STUDENTS ABOUT SITUATIONS WITH WHICH YOU ARE NOT COMFORTABLE OR WHICH ARE NOT APPROPRIATE FOR CLASSSROOM USE. IT IS ALSO IMPORTANT TO HELP STUDENTS FIND HELP OUTSIDE THE CLASSROOM IF THEY NEED IT.

EVALUATION

1. AS STUDENTS WORK ON EACH PHASE OF THE LESSON, CIRCULATE AND OBSERVE THE PROCESS AND THEIR GROUP INTERACTION.

2. ADMINISTER THE POST TEST ON PAGES 21-22 TO EACH STUDENT. COMPARE WITH THE PRE TEST TO SEE IF UNIT'S OBJECTIVES HAVE BEEN MET.

3. REFER TO THE OBJECTIVES, AND BASED ON OBSERVED BEHAVIOUR DURING GROUP WORK AND PARTICIPATION IN CLASS DISCUSSION, RECORD YOUR EVALUATIONS ON THE UNIT EVALUATION CHECKLIST ON PAGE 9.